

Little River Virtual School



Course Catalog  
2014-2015

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## **Math**

### **Introductory Algebra**

Introductory Algebra provides a curriculum focused on beginning algebraic concepts that prepare students for success in Algebra I. Through a "Discovery-Confirmation-Practice" based exploration of basic algebraic concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include integers; the language of algebra; solving equations with addition, subtraction, multiplication, and division; fractions and decimals; measurement; exponents; solving equations with roots and powers; multi-step equations; and linear equations.

Within each Introductory Algebra lesson, students are supplied with a scaffold note-taking guide, called a "Study Sheet," as well as a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before starting a formal assessment. Unit-level Introductory Algebra assessments include a computer-scored test and a scaffold teacher-scored test.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Introductory Algebra includes audio resources in both Spanish and English.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

### **Common Core Algebra 1-(Prerequisite: Introductory or Pre-Algebra)**

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's 8 mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students to use tools and analyze a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios that require the student to make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

### **Common Core Geometry**

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry;

quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's 8 mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students to use tools and analyze a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios that require the student to make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

### **Common Core Algebra II**

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's 8 mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students to use tools and analyze a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios that require the student to make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

### **Mathematics I-(Prerequisite of Introductory or Pre-Algebra)**

Mathematics I builds students' command of geometric knowledge and linear and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include relationships between quantities; linear and exponential relationships; reasoning with equations; descriptive statistics; congruence,

proof, and constructions; and connecting algebra and geometry through coordinates.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's 8 mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students to use tools and analyze a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios that require the student to make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

### **Mathematics II**

Mathematics II extends students' geometric knowledge and introduces them to quadratic expressions, equations and functions, exploring the relationship between these and their linear and exponential counterparts. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include extending the number system; quadratic functions and modeling; expressions and equations; applications of probability; similarity, right triangle trigonometry, and proof; and circles with and without coordinates.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's 8 mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students to use tools and analyze a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios that require the student to make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

### **Mathematics III**

Mathematics III incorporates advanced functions, trigonometry and probability and statistics as students synthesize their prior knowledge to solve increasingly challenging problems. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include inferences and conclusions from data; polynomial, rational, and radical relationships; trigonometry of general triangles and trigonometric

functions; and mathematical modeling.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's 8 mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students to use tools and analyze a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios that require the student to make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

### **Pre-Calculus (Prerequisite of two years of Algebra and one year of Geometry)**

Pre-Calculus is a course that combines reviews 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. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers. Within each Pre-Calculus lesson, students are supplied with a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes problem set before moving on to a formal assessment. Unit-level Pre-Calculus assessments include a computer-scored test and a scaffold, teacher-scored test. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

### **Integrated Math I**

Integrated Math I provides a first-year integrated math curriculum that combines material traditionally covered in high school algebra, geometry, and statistics courses. Integrated Math I is uniquely organized around thematic learning tasks that integrate concepts from the various strands of math. Within the course, a balance is struck between task-based discovery and focused development of skills and conceptual understanding. Course topics include function families, propositional logic, polynomials and factoring, similarity and congruence properties of triangles, introductory probability and statistics, square roots, rational expressions, and coordinate geometry. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Interactive tasks allow students to approach and explore topics through real-world situations, helping them to gain an intuitive understanding while learning at the appropriate depth and rigor of a standards-based curriculum. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Throughout the course, students develop general strategies to hone their problem-solving skills. The content is based on the National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics, as well as the Georgia Performance Standards and

Instructional Frameworks in Mathematics. Detailed correlations to state-specific standards are available on request.

### **Integrated Math II (Prerequisite of Integrated Math I)**

Integrated Math II provides a second-year integrated math curriculum that combines material traditionally covered in high school algebra, geometry, and precalculus courses. Integrated Math II develops rigorous mathematical skills while emphasizing real-world applicability. Course topics include complex numbers, step and piecewise functions, exponential functions, quadratic functions, inverse functions, right triangles, trigonometric functions, and circles, as well as data analysis and modeling.

Carefully paced, guided instruction is accompanied by practice that is engaging and accessible. Interactive animations allow students to approach and explore topics through real-world situations, helping them to gain an intuitive understanding while learning at the appropriate depth and rigor of a standards-based curriculum. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Throughout the course, students will develop general strategies to hone their problem-solving skills.

The content is based on the Georgia Performance Standards and Instructional Frameworks in Mathematics, as well as the National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. Detailed correlations to state-specific standards are available on request.

### **Financial Literacy (Prerequisite of Introductory Algebra or Equivalent)**

Financial Literacy helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their conceptual understanding of key ideas and extending their knowledge in a variety of problem-solving applications.

Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer purchasing advice on how to buy a car or house, including buying, renting, and leasing options.

These topics are solidly supported by writing and discussion activities. Journal activities provide introspective opportunities for students to apply concepts on a personal scale as well as analyze scenarios from a third-party perspective. Discussions help students network with each other by sharing personalized strategies and goals and recognizing the diversity of life and career plans within a group.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Financial Literacy includes audio resources in English.

This course is aligned with state standards as they apply to Financial Literacy and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

### **Liberal Arts Math (Prerequisite of Introductory Algebra)**

Liberal Arts Math addresses the need for a math elective course, which focuses on reinforcing, deepening, and extending a student's mathematical understanding. Liberal Arts Math starts with a review of problem solving skills before moving on to a variety of key algebraic, geometric, and statistical concepts. Throughout the course, students hone their computational skills and extend their knowledge through problem solving and real-world applications.

Course topics include problem solving; real numbers and operations; functions and graphing; systems of linear equations; polynomials and factoring; geometric concepts such as coordinate geometry and properties of geometric shapes; and descriptive statistics.

Within each Liberal Arts Math lesson, students are supplied with a scaffold note-taking guide, called a "Study Sheet," and are given ample opportunities to practice computations in low-stakes "Checkup" activities before moving on to formal assessments. Additionally, students will have the opportunity to formulate and justify conclusions as they extend and apply concepts through printable exercises and "in-your-words" interactive activities.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Liberal Arts Math includes audio resources in English.

This course is aligned with Florida's Next Generation Sunshine State Standards and Benchmarks.

### **Mathematics of Personal Finance (Prerequisite of Algebra I and other Geometry or equivalent)**

Mathematics of Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning.

They then extend their investigations using more advanced mathematics, such as systems of equations when studying cost and profit issues and exponential functions when calculating interest problems. To assist students for whom language presents a barrier to learning or who are not reading at grade level, Mathematics of Personal Finance includes audio resources in both Spanish and English.

This course aligns to state standards as they apply to Mathematics of Personal Finance and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

### **Probability and Statistics**

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Through a "Discovery-Confirmation-Practice"-based exploration of each concept, students are challenged to work toward a mastery of computational skills, deepen their conceptual understanding of key ideas and solution strategies, and extend their knowledge in a variety of problem-solving applications.

This course covers topics such as types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatter plots. Students learn to work with data by analyzing and employing methods of prediction, specifically involving samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference.

Ideas involving probability — including sample space, empirical and theoretical probability, expected value, and independent and compound events — are covered as students explore the relationship between probability and data analysis. The connection between geometry and probability is explored through basic geometric probability.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Probability and Statistics includes audio resources in English.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.



### **AP Statistics (Prerequisite of Algebra II or Math Analysis)**

AP\* Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results from another poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.

This course has been authorized by the College Board to use the AP designation.

\*AP is a registered trademark of the College Board.

#### **Semesters 1 and 2: Required**

- TI-84 Plus, TI-83, or TI-83 Plus Calculator  
Read "Getting Started" and chapter 1 in the TI Guidebook before the course starts.

#### **Semesters 1 and 2: Optional**

- *Barron's AP Statistics 2010*, 5th ed. Martin Sternstein (Barron's, 2010).  
ISBN-10: 0764140892 / ISBN-13: 9780764140891  
Acceptable alternate: 4th ed. (2008). ISBN-10: 0764136836
- *Introduction to Probability & Statistics*, 13th ed. William Mendenhall, Robert J. Beaver, and Barbara M. Beaver (Brooks/Cole, 2009).  
ISBN-10: 0495389536 / ISBN-13: 9780495389538  
Acceptable alternate: 12th ed. (2006). ISBN-10: 0534418708  
Acceptable alternate: 11th ed. (2003). ISBN-10: 0534395198

### **AP Calculus AB (Prerequisites of Algebra II, Geometry, Pre-Calculus with Trigonometry)**

In AP\* Calculus AB, students 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. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP exam and further studies in science, engineering, and mathematics.

This course has been authorized by the College Board to use the AP designation.

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#### **Semesters 1 and 2: Required**

- TI-84 Plus, TI-83, or TI-83 Plus Calculator  
Read "Getting Started" and chapter 1 in the TI Guidebook before the course starts.

#### **Semesters 1 and 2: Optional**

- *Calculus: Single Variable*, 7th ed. James Stewart (Brooks/Cole, 2008).  
ISBN-10: 0538497831 / ISBN-13: 9780538497831  
Acceptable alternate: 6th ed. (2008). ISBN-10: 0495011614  
Acceptable alternate: 5th ed. (2003). ISBN-10: 0534393667  
Acceptable alternate: 4th ed. (1999). ISBN-10: 0534355625
- *Calculus of a Single Variable*, 2nd ed. Jeffery A Cole, Michael Olinick, Dennis Pence, and Earl W. Swokowski (PWS, 1994).  
ISBN-10: 0534939244  
This book is out of print but you may find it used. It is interchangeable with the Stewart text listed above.

- *Cracking the AP Calculus AB & BC Exams*, 2012 ed. David S. Kahn (Princeton Review, 2012).  
ISBN-10: 0375427201 / ISBN-13: 9780375427206  
Acceptable alternate: 2009 ed. ISBN-10: 0375428852  
Acceptable alternate: 2008 ed. ISBN-10: 0375766413  
Acceptable alternate: 2006–2007 ed. ISBN-10: 0534355625

### **Math Foundations I**

Math Foundations I offers a structured remediation solution based on the NCTM Curricular Focal Points and is designed to expedite student progress through 3rd- to 5th-grade skills. The course is appropriate for use as remediation for students in grades 6 to 12. When used in combination, Math Foundations I and Math Foundations II (covering grades 6 to 8) effectively remediate computational skills and conceptual understanding needed to undertake high school–level math courses with confidence.

Math Foundations I empowers students to progress at their optimum pace through over 80 semester hours of interactive instruction and assessment spanning 3rd- to 5th-grade math skills. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

The content is based on the National Council of Teachers of Math (NCTM) April 2006 publication, *Curricular Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence* and is aligned to state standards.

### **Math Foundations II**

Based on the NCTM Curricular Focal Points, Math Foundations II is designed to expedite student progress through 6th- to 8th-grade skills. The course is appropriate for use as remediation at the high school level or as a bridge-to-high-school or as middle school curriculum. The program simultaneously builds the computational skills and the conceptual understanding needed to undertake high school–level math courses with confidence.

The course's carefully paced guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

The content is based on the National Council of Teachers of Math (NCTM) April 2006 publication, *Curricular Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence* and is aligned to state standards.

## Science

### **Earth Science**

Earth Science offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. Topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. Optional teacher-graded labs encourage students to apply the scientific method.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

### **Physical Science**

Physical Science offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills. Topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the Periodic Table of Elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. Teacher-graded labs encourage students to apply the scientific method.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

### **Biology**

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help develop a deeper understanding of the nature of science.

The content is based on the National Science Education Standards (NSES) and is aligned to state standards.

### **Chemistry (Prerequisites are Middle School/Junior High Physical Science and one year of Algebra)**

Chemistry offers a curriculum that emphasized students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply concepts learned in the Studies and practice their writing skills.

The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

### **Physics (Prerequisites are one year of middle school/junior high Physics and one year of Algebra (two years are recommended))**

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply concepts learned in Studies and practice their writing skills.

The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

### **Psychology**

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction.

Students learn about all the domains the American Psychological Association (APA) emphasizes: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

The content is based on the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

### **AP Biology (Prerequisite-Biology)**

AP\* Biology builds students' understanding of biology on both the micro and macro scales. After studying cell biology, students move on to understand how evolution drives the diversity and

unity of life. Students will examine how living systems store, retrieve, transmit, and respond to information and the processes used by organisms to utilize free energy. The equivalent of an introductory college-level biology course, AP Biology prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Biology course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve performance as they progress through each activity. Students regularly engage with primary source materials, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college biology course. Students will perform hands-on labs that give them insight into the nature of science and help them understand biological concepts, as well as how evidence can be obtained to support those concepts. Students will also complete several virtual lab studies where they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam.

This course has been authorized by the College Board to use the AP designation.

\*AP is a registered trademark of the College Board.

### **Course Materials**

#### **Semesters 1 and 2: Required**

- AP Biology requires a college-level biology textbook. Students may use any college-level biology textbook to successfully complete the course. Resources are provided in the course to support students using either of the following texts:  
*Campbell Biology*, 9th ed. Neil A. Campbell and Jane B. Reece et al. (Benjamin Cummings, 2011). ISBN-10: 0321558235 / ISBN-13: 9780321558237.  
*Principles of Life*, 1st ed. David M. Hillis et al. (W. H. Freeman, 2011). ISBN-10: 1429276487 / ISBN-13: 9781429276481
- AP Biology requires the completion of hands-on lab activities and has been approved by the College Board as meeting all requirements for a laboratory science course. Additional information on lab materials will be available soon.

### **AP Chemistry (Prerequisite-Chemistry)**

AP\* Chemistry builds students' understanding of the nature and reactivity of matter. After studying chemical reactions and electrochemistry, students move on to understand how the chemical and physical properties of materials can be explained by the structure and arrangements of the molecules and the forces between those molecules. Students will examine the laws of thermodynamics, molecular collisions, and the reorganization of matter in order to understand how changes in matter take place. Finally, students will explore chemical equilibrium, including acid-base equilibrium. The equivalent of an introductory college-level biology course, AP Chemistry prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Chemistry course provides a learning experience focused on allowing students to develop

their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve performance as they progress through each activity. Students regularly engage with primary source materials, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college chemistry course. Students will perform hands-on labs that give them insight into the nature of science and help them understand chemical concepts, as well as how evidence can be obtained to support those concepts. Students will also complete several virtual lab studies where they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam.

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#### **Course Materials**

##### **Semesters 1 and 2: Required**

- AP Chemistry requires a college-level chemistry textbook. Students may use any college-level chemistry textbook to successfully complete the course. Resources are provided in the course to support students using either of the following texts:  
*Chemistry*, 9th ed. Steven S. Zumdahl and Susan A. Zumdahl. (Cengage Learning, 2013). ISBN-10: 1133611095 / ISBN-13: 9781133611097  
*Chemistry: The Molecular Nature of Matter*, 6th ed. Neil D. Jespersen, James E. Brady and Allison Hyslop. (Wiley, 2011). ISBN-10: 1429276487 / ISBN-13: 9781429276481
- AP Chemistry requires the completion of hands-on lab activities and has been approved by the College Board as meeting the requirements for a laboratory science course. Additional information on lab materials will be available soon.

#### **AP Physics B**

AP Physics B is a non-calculus survey course covering five general areas: Newtonian mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Students will gain an understanding of physics' core principles and then apply them to problem-solving exercises. They'll learn how to measure the mass of a planet without weighing it, find out how electricity makes a motor turn, and learn how opticians know how to shape the lenses for glasses. The equivalent of an introductory college-level course, AP Physics B prepares students for the AP exam and for further study in science and engineering.

This course requires students to complete hands-on lab activities that do not depend on access to a supervised laboratory facility. It is appropriate both for distance-learning students as well as those in a school setting.

This course has been authorized by the College Board to use the AP\* designation and has been approved as meeting all requirements for a laboratory science course.

\*AP is a registered trademark of the College Board.

#### **Course Materials**

##### **Semesters 1 and 2: Required**

- *Schaum's Outline of College Physics*, 10th ed. Frederick J. Bueche and Eugene Hecht (McGraw-Hill, 2006).

ISBN-10: 0071754873 / ISBN-13: 9780071754873

Acceptable alternate: 10th ed. (1997). ISBN-10: 0071448144

Acceptable alternate: 9th ed. (1997). ISBN-10: 0070089418

- TI-84 Plus, TI-83, or TI-83 Plus Calculator  
Read "Getting Started" and chapter 1 in the TI Guidebook before the course starts.
- This course requires completion of hands-on lab activities and has been approved by the College Board as meeting all requirements for a laboratory science course. For information on the materials required for this course, refer to the Course Materials List at <http://support.apexlearning.com>. In the upper-right corner, under Quick Links, select Course Materials. Because each lab contains complete instructions on how to perform the experiments, there is no lab manual required for this course.

### **AP Psychology**

AP\* Psychology provides an overview of current psychological research methods and theories. Students will 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'll study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of a 100-level college survey course, AP Psychology prepares students for the AP exam and for further studies in psychology and life sciences.

This course has been authorized by the College Board to use the AP designation.

\*AP is a registered trademark of the College Board.

### **Course Materials**

#### **Required**

- *Psychology*, 9th ed. David G. Myers (Worth Publishing, 2010).  
ISBN-10: 1429215976 / ISBN-13: 9781429215978  
Acceptable alternate: 8th ed. (2009). ISBN-10: 0716764288  
Acceptable alternate: 7th ed. (2004). ISBN-10: 0716752514

### **Science Foundations**

Science Foundations provides students with opportunities to develop the knowledge, skills, and strategies necessary for success in rigorous high school science courses. The course is appropriate for use as remediation at the high school level or as a bridge to high school.

Science Foundations is a two-semester course, with each semester containing 10 mini-units. Each mini-unit is composed of three lessons. The first lesson focuses on key concepts found in earth science, physical science, and life science. The second lesson reinforces reading and math skills students need to be successful with the content introduced in the first lesson. The third lesson introduces scientific inquiry and critical thinking skills that will help students thrive in science as well as other disciplines. Carefully paced, guided instruction is accompanied by engaging and accessible interactive practice. Checkup activities provide an opportunity to review content prior to assessment. Practice activities offer an opportunity to apply concepts that were presented in Study activities.

The course is based on National Science Education Standards (NSES) for middle school science.

## **English**

### **English I-Introduction to Literature and Composition**

Introduction to Literature and Composition is a course that covers literature study, reading, writing, and language. Students read literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, Web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials. Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop communication skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note taking and study skills.

In addition, students develop and practice writing and language skills. They employ the writing process to create narrative, expository, and persuasive compositions.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

### **English II-Critical Reading and Effective Writing (Prerequisite-9<sup>th</sup> grade English)**

Critical Reading and Effective Writing is a course that develops both academic and life skills.

Concepts are presented in creative and lively ways that reinforce learning goals and engage students. Literary selections include short fiction and poetry from around the globe, modern drama works, and a contemporary novel. Nonfiction selections feature historical correspondence, diaries, logs, and famous courtroom arguments. Life reading skills target forms, applications, and work-related communication. Grammar review and vocabulary development are included in every unit.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note taking and study skills.

The writing program builds confidence in young writers by targeting control of organization, effective sentences, and word choice.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

### **English III-American Literature (Prerequisite-10<sup>th</sup> grade English)**

American Literature is a literature and composition course offering organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. The course builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research. Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills.



Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They learn and practice workplace communication skills in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note taking and study skills.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

#### **English IV-British and World Literature (Prerequisite-10<sup>th</sup> grade English)**

British and World Literature is a streamlined survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature.

Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

#### **Creative Writing (Prerequisite-10<sup>th</sup> grade English)**

Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing.

Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm and alliteration. They also explore poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles.

In addition to applying literary craft elements in guided creative writing exercises, students engage in critical reading activities designed to emphasize the writing craft of a diverse group of authors. Students study short stories by authors such as Bharati Mukherjee and Edgar Allan Poe, learning how to create believable characters and develop setting and plot. Likewise, students read

poetry by canonical greats such as W. B. Yeats and Emily Dickinson as well as contemporary writers such as Pablo Neruda, Sherman Alexie, and Alice Notley. Studying the writing technique of a range of authors provides students with models and inspiration as they develop their own voices and refine their understanding of the literary craft.

By taking a Creative Writing course, students find new approaches to reading and writing that can affect them on a personal level, as the skills they gain in each lesson directly benefit their own creative goals. Students who are already actively engaged writers and readers learn additional tools and insight into the craft of writing to help them further hone their skills and encourage their creative as well as academic growth.

All English elective content is based on the National Council of Teachers of English (NCTE) standards.

### **Media Literacy**

Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world. In a world saturated with media messages, digital environments, and social networking, concepts of literacy must expand to include all forms of media. Today's students need to be able to read, comprehend, analyze, and respond to non-traditional media with the same skill level they engage with traditional print sources.

A major topic in Media Literacy is non-traditional media reading skills, including how to approach, analyze, and respond to advertisements, blogs, websites, social media, news media, and wikis. Students also engage in a variety of writing activities in non-traditional media genres, such as blogging and podcast scripting.

Students consider their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students learn how to ask critical questions about the intended audience and underlying purpose of media messages, and study factors, which can contribute to bias and affect credibility.

The course content is based on The National Association for Media Literacy Education's Core Principles of Media Literacy Education, as well as aggregate state standards and research into best pedagogical practices.

### **Reading Skills and Strategies**

Reading Skills and Strategies is a course designed to help the struggling reader develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy, which are the course's primary content strands. Using these strands, the course guides the student through the skills necessary to be successful in the academic world and beyond. The reading comprehension strand focuses on introducing the student to the varied purposes of reading (e.g., for entertainment, for information, to complete a task, or to analyze). In the vocabulary strand, the student learns specific strategies for understanding and remembering new vocabulary. In the study skills strand, the student learns effective study and test-taking strategies. In the media literacy strand, the student learns to recognize and evaluate persuasive techniques, purposes, design choices, and effects of media. The course encourages personal enjoyment in reading with 10 interviews featuring the book choices and reading adventures of students and members of the community.

The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

### **Writing Skills and Strategies**

Writing Skills and Strategies develops key language arts skills necessary for high school graduation and success on high stakes exams through a semester of interactive instruction and guided practice in composition fundamentals. The course is divided into ten mini-units of study. The first two are designed to build early success and confidence, orienting students to the writing process and to sentence and paragraph essentials through a series of low-stress, high-interest hook activities. In subsequent units, students review, practice, compose and submit one piece of writing. Four key learning strands are integrated throughout: composition practice, grammar skill building, diction and style awareness, and media and technology exploration. Guided studies emphasize the structure of essential forms of writing encountered in school, in life, and in the work place. Practice in these forms is scaffolded to accommodate learners at different skill levels. The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

### **English 9: Common Core**

English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

English 9 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, persuasive and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for English Language Arts.

#### **Course Materials**

##### **Semester 1: Optional**

- *The Metamorphosis*. Franz Kafka. David Wyllie, translator. (Classix Press, 2009). ISBN-10: 1557427666 / ISBN-13: 9781557427663 Other editions acceptable. NOTE: This book is provided in digital format in the course. If students wish to read offline, the above purchase is recommended.

##### **Semester 2: Optional**

- *Macbeth*. William Shakespeare. Barbara A. Mowat and Paul Werstine, eds. (Simon & Schuster, 2003). ISBN-10: 074377103 / ISBN-13: 9780743477109 Other editions acceptable. NOTE: This book is provided in digital format in the course. If students wish to read offline, the above purchase is recommended.

### **English 10: Common Core (Prerequisite-English 9)**

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents

to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

English 10 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, persuasive and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for English Language Arts.

### **Course Materials**

#### **Semester 1: Required**

- *American Born Chinese*. Gene Luen Yang. (Suare Fish, 2008). ISBN-10: 0312384483 / ISBN-13: 9780312384487. Other editions acceptable.
- *Fast Food Nation*. Eric Schlosser. (Mariner Books, 2012). ISBN-10: 0547750331 / ISBN-13: 9780547750330. Other editions acceptable.

### **AP English Language and Composition (Prerequisite-At least a B grade in the most recent English course)**

In AP\* English Language and Composition, students learn to understand and analyze complex styles of writing by reading works from a variety of authors. They'll explore the richness of language, including syntax, imitation, word choice, and tone. They'll 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 a breadth of academic, personal, and professional contexts. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in communications, creative writing, journalism, literature, and composition.

This course has been authorized by the College Board to use the AP designation.

\*AP is a registered trademark of the College Board.

#### **Semesters 1 and 2: Required**

- *The Norton Reader*, 11th ed. John C. Brereton, Joan E. Hartman, and Linda H. Peterson, eds. (W.W. Norton, 2003).  
ISBN-10: 0393978877 / ISBN-13: 9780393978872  
Acceptable alternate: 10th ed. (2000). ISBN-10: 0393973832  
NOTE: The 12th ed. (2008) does NOT include all required readings and should not be purchased for use with this course.
- *Writing, A College Handbook*. 5th ed. James Heffernan, John E. Lincoln, and Janet Atwill (W. W. Norton, 2001).  
ISBN-10: 039397426X / ISBN-13: 9780393974263

**AP English Literature and Composition (Prerequisite- At least a B grade in the most recent English course)**

AP\* English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in creative writing, communications, journalism, literature, and composition.

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**Semesters 1 and 2: Required**

- *The Norton Anthology of Poetry*, 5th ed. Margaret Ferguson, Mary Jo Salter et al, eds. (W.W. Norton, 2005).

ISBN-10: 0393979202 / ISBN-13: 9780393979206

Acceptable alternate: 4th ed. (1996). ISBN-10: 0393968200

- *Short Fiction: An Anthology*, 1st ed. (Bedford/St. Martins, 2009).

ISBN-10: 0312576374

NOTE: This custom anthology is available only from Apex Learning or MBS Direct.

Acceptable alternates:

*The Story and Its Writer*, 7th ed. Ann Charters, ed. (Bedford / St. Martins, 2007). ISBN-10: 0312442718

*The Story and Its Writer*, 6th ed. Ann Charters, ed. (Bedford / St. Martins, 2002). ISBN-10: 0312397313

*The Story and Its Writer*, 5th ed. Ann Charters, ed. (Bedford / St. Martins, 1998). ISBN-10: 0312171641

**Semester 1: Required**

- *Hedda Gabler*. Henrik Ibsen (Dover, 1990).

ISBN-10: 0486264696 / ISBN-13: 9780486264691

Other editions acceptable

- *A Streetcar Named Desire*. Tennessee Williams (Signet, 1947).

ISBN-10: 0451167783 / ISBN-13: 9780451167781

Other editions acceptable

- *Their Eyes Were Watching God*. Zora Neale Hurston (Harper, 2006).

ISBN-10: 0060838671 / ISBN-13: 9780060838676

Other editions acceptable

- *Twelfth Night*. William Shakespeare. Barbara A. Mowat and Paul Werstine, eds.

(Washington Square Press, 1993). ISBN-10: 0743482778 / ISBN-13: 9780743482776

Other editions acceptable

**Semester 2: Required**

- *The Great Gatsby*. F. Scott Fitzgerald (Scribner, 1995).

ISBN-10: 0743273567 / ISBN-13: 9780743273565

Other editions acceptable

- *Annie John*. Jamaica Kincaid (Farrar, Straus and Giroux, 1985).

ISBN-10: 0374525102 / ISBN-13: 9780374525101

Other editions acceptable

- *Jane Eyre*. Charlotte Bronte. Michael Mason, ed. (Penguin, 2006).

ISBN-10: 0141441143 / ISBN-13: 9780141441146

Other editions acceptable

## **English Foundations I**

English Foundations I supports adolescent literacy development at the critical stage between decoding and making meaning from text. Through intensive reading and writing skills instruction, deep practice sets, consistent formative feedback, graduated reading levels, and helpful strategy tips, the course leads students to improved comprehension and text handling.

Semester 1 provides instruction in basic reading skills and vocabulary building. The student learns what a successful reader does to attack words and sentences and make meaning from them. Semester 2 provides instruction in basic writing skills, introduces academic tools, and demonstrates effective study skills. The student learns step-by-step processes for building effective paragraphs and learns how to use academic tools such as reference books and outlines. To provide additional support, the course uses text features and visual clues to draw students' attention to important information. The use of text features is also designed to help students internalize strategies for comprehending informational text.

Characters appear throughout the instruction to offer tips and fix-up strategies in an authentic, first-person, think-aloud format. Their inclusion makes transparent the reading processes that go on inside the mind of a successful reader. This extra metacognitive support serves to bolster student confidence and provide a model of process and perseverance.

Numerous practice opportunities are provided in the form of assessments that move from no stakes to low stakes to high stakes throughout a unit. This practice is centered on authentic and age-appropriate passages that are written in a topical framework and use controlled syntax and vocabulary. The difficulty of these passages gradually increases from a 3rd- to 5th grade reading level over the duration of the course. Additional support is offered through significant formative feedback in practice and assessment.

This course guides students through the reading, writing, and basic academic skills needed to prepare for success in academic coursework. At the end of the course, the student should be poised for continued success in the academic world. The content is based on extensive national and state standards research and consultation with reading specialists and classroom teachers. It aligns to state standards for reading and writing and to NCTE/IRA reading and writing standards.

## **English Foundations II**

English Foundations II offers a year of skill building and strategy development in reading and writing. Semester one is a reading program designed to help struggling readers develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy. Semester two is a writing program which builds confidence in composition fundamentals by focusing on the areas of composing, grammar, style, and media literacy. Both semesters are structured around ten mini-units which offer interactive instruction and guided practice in each of the four learning strands. Students read for a variety of purposes and write for a variety of audiences. The workshops stress high interest, engaging use of technology, relevant topics, and robustly scaffold practice. Students learn to use different types of graphic organizers as they develop and internalize reading and writing process strategies. They build confidence as they develop skills and experience success on numerous low stakes assessments that encourage growth and reinforce learning.

The reading program content is based on the National Council of Teachers of English (NCTE), International Reading Association (IRA), National Reading Program (NRP), and McREL, standards and aligned to state standards. The writing program is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

## Social Studies

### **Geography and World Cultures**

Geography and World Cultures offers a tightly focused and scaffold curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

Geography and World Cultures is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches the basic elements of analytic writing, and introduces students to the close examination of primary documents.

### **World History**

In World History, students learn to see the world today as a product of a process that began thousands of years ago when humans became a speaking, travelling, and trading species. Through historical analysis grounded in primary sources, case studies, and research, students investigate the continuity and change of human culture, governments, economic systems, and social structures.

Students build and practice historical thinking skills, learning to connect specific people, places, events and ideas to the larger trends of world history. In critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to reason chronologically, interpret and synthesize sources, identify connections between ideas, and develop well-supported historical arguments. Students write throughout the course, responding to primary sources and historical narratives through journal entries, essays and visual presentations of social studies content. In discussion activities, students respond to the position of others while staking and defending their own claim. The course's rigorous instruction is supported with relevant materials and active learning opportunities to ensure students at all levels can master the key historical thinking skills.

This course is aligned to state standards and the Common Core State Standards for Literacy in Social Studies.

### **World History to the Renaissance**

World History to the Renaissance traces the development of civilizations around the world from prehistory to the Renaissance.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, science and technology, and the arts.

Topics covered in this course include the birth of civilizations; the classical civilizations of India, China, Greece, and Rome; the rise of new empires such as the Byzantine; and an examination of civilizations in Africa and North and South America. From there, students journey to the Middle Ages and into the Renaissance.

Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **World History Since the Renaissance**

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries.

Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **U.S. History**

U.S. History traces the nation's history from the pre-colonial period to the present. Students learn about the Native American, European, and African people who lived in America before it became the United States. They examine the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system. Students investigate the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in civil war. The course describes the emergence of the United States as an industrial nation and then focuses on its role in modern world affairs.

Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the “information revolution” affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.



### **U.S. History to the Civil War**

This course traces the nation's history from the pre-colonial period to the end of the American Civil War. It emphasizes the colonial period and the creation of a new nation and examines the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system.

Students first explore the earliest points of contact between individuals from Europe, Africa, and North America. They then probe the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in the Civil War. Woven throughout this narrative history is a strong focus on the changing conditions of women, African Americans, and other minority groups. The ways in which Americans lived, ate, dressed, and interacted are also highlighted.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **U.S. History Since the Civil War**

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **U.S. Government and Politics (Prerequisite- U.S. History is recommended, but not required)**

U.S. Government and Politics offers a tightly focused and scaffold curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffold series of analytic assignments and

written lesson tests. Students read annotated primary documents and apply those documents to the course content.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **U.S. and Global Economics (Prerequisite- U.S. Government and Politics is recommended, but not required)**

U.S. and Global Economics offers a tightly focused and scaffold curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffold series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **Multicultural Studies**

Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences.

Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures.

In online Discussions and Polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity.

The content and skill focus of this interdisciplinary course is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies as well as the National Standards for History published by the National Center for History in Schools (NCHS).

### **Sociology**

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies.

Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists.

In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and

historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics.

The course content is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies.

### **AP Macroeconomics (Prerequisite-Algebra II or Math Analysis)**

AP\* Macroeconomics 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. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. The equivalent of a 100-level college-level class, this course prepares students for the AP exam and for further study in business, political science and history.

This course has been authorized by the College Board to use the AP designation.

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#### **Optional**

- *Macroeconomics for Today*, 7th ed. Irvin B. Tucker (South-Western/Thomson Learning, 2010).  
ISBN-10: 0538469447 / ISBN-13: 9780538469449  
Acceptable alternate: 6th ed. (2008). ISBN-10: 0324591373  
Acceptable alternate: 5th ed. (2007). ISBN-10: 0324407998  
Acceptable alternate: 4th ed. (2005). ISBN-10: 0324301979

### **AP Microeconomics (Prerequisite-Algebra I)**

AP\* Microeconomics studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. Microeconomics studies the economic way of thinking, understanding 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 promoting a healthy economy. The equivalent of a 100-level college course, AP Microeconomics prepares students for the AP exam and for further study in business, history, and political science.

This course has been authorized by the College Board to use the AP designation.

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#### **Optional**

- *Microeconomics for Today*, 7th ed. Irvin B. Tucker (South-Western/Thomson Learning, 2010).  
ISBN-10: 0538469412 / ISBN-13: 9780538469418  
Acceptable alternate: 6th ed. (2008). ISBN-10: 0324591381  
Acceptable alternate: 5th ed. (2007). ISBN-10: 0324408005  
Acceptable alternate: 4th ed. (2005). ISBN-10: 0324301928

### **AP U.S. Government and Politics (Prerequisite-U.S. History)**

AP\* U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own

theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP exam and for further study in political science, law, education, business, and history.

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#### **Required**

- *The Lanahan Readings in the American Polity*, 5th ed. Ann G. Serow and Everett C. Ladd, eds. (Lanahan Publishing, 2010).  
ISBN-10: 1930398166 / ISBN-13: 9781930398160  
Acceptable alternate: 4th ed. (2003). ISBN-10: 1930398093  
Acceptable alternate: 3rd ed. (2003). ISBN-10: 1930398034
- *American Government: Power and Purpose 2010 Election Update*, 11th ed. Stephen Ansolabehere, Theodore J. Lowi, Benjamin Ginsberg, and Kenneth A. Shepsle (W. W. Norton, 2011).  
ISBN-10: 039315633 / ISBN-13: 9780393156331  
Acceptable alternate: 11th ed. (2010). ISBN-10: 0393932982  
Acceptable alternate: 10th ed. (2008). ISBN-10: 0393930823  
Acceptable alternate: 9th ed. (2006). ISBN-10: 0393927164  
Acceptable alternate: 8th ed. (2004). ISBN-10: 0393924823

#### **AP U.S. History (Prerequisite- At least a B-grade in most recent social studies course)**

AP\* U.S. History analyzes and explores the economic, political, and social changes in America since Columbus. Students master historical knowledge and critical analysis, build reading, writing, and communication skills, and discover how historical events have contributed to American culture. In the process, they'll learn how decisions and events of the past continue to have profound effects on the world today and how knowledge of the causes behind past events can influence future decisions. By the end of the course, students will be ready to put their factual knowledge to work by weighing evidence and interpreting problems presented by historians. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP exam and for further study in history, political science, economics, sociology, and law.

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#### **Semesters 1 and 2: Required**

- *America: A Narrative History*, 8th ed. George Tindall and David E. Shi (W.W. Norton, 2010).  
ISBN-10: 0393934055 / ISBN-13: 9780393934052  
Acceptable alternate: 7th ed. (2007). ISBN-10: 0393928209  
Acceptable alternate: 6th ed. (2003). ISBN-10: 0393978125  
Acceptable alternate: 5th ed. (1999). ISBN-10: 0393973395

## World Languages

### **French I**

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people.

The material in this course is presented at a moderate pace.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

### **French II (Prerequisite-French I or equivalent)**

French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

The material in this course is presented at a moderate pace.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

### **Spanish I**

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe.

The material in this course is presented at a moderate pace.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

### **Spanish II (Prerequisite-Spanish I or equivalent)**

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

The material in this course is presented at a moderate pace.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

**Spanish III (Prerequisite-Algebra I and Algebra II or equivalent)**

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish. Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

**AP Spanish Language (Prerequisite- 3–4 years of Spanish or equivalent native fluency)**

AP\* Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they learn in extensive written and spoken exercises. The course addresses the broad themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. By the end of the course, students will have an expansive vocabulary, a solid, working knowledge of all verb forms and tenses, strong command of other language structures, and an ability to use language in many different contexts and for varied purposes. 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, or literature.

This course has been authorized by the College Board to use the AP designation.

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**Semesters 1 and 2: Required**

- Any Spanish-English, English-Spanish Dictionary
- Microphone

**Semesters 1 and 2: Optional**

- *AP\* Spanish: Preparing for the Language Examination*, 3rd ed. José M. Diaz, Margarita Leicher-Prieto, and Gilda Nissenberg (Prentice Hall, 2007)  
ISBN-10: 0131660942 / ISBN-13: 9780131660946

## **Additional Electives**

### **Art Appreciation**

Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the Americas.

Coverage of each artistic movement highlights historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art.

Art Appreciation is based on national standards developed by the Consortium of National Arts Education Associations, as well as key state standards. It encompasses a variety of skills to enable students to critique, compare, and perhaps influence their own works of art.

### **College and Career Preparation I**

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

In College and Career Preparation I, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable.

Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world.

Students who complete College and Career Preparation I have the basic skills and foundation of knowledge to progress into College and Career Preparation II, the capstone course that provides hands-on information about the transition from high school to college and career.

The course is based on the American School Counselors Association National Standards for school counseling programs.

### **College and Career Preparation (Prerequisite-College and Career Preparation I)**

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

College and Career Preparation II builds on the lessons and skills in College and Career Preparation I. The course provides a step-by-step guide to choosing a college. It walks students through the process of filling out an application, including opportunities to practice, and takes an in-depth look at the various college-admission tests and assessments, as well financial aid options.

College and Career Preparation II also instructs students in interviewing techniques and provides career guidance. Students explore valuable opportunities such as job shadowing and internships when preparing for a career.

Students who complete this course obtain a deeper understanding of college and career readiness through informative, interactive critical thinking and analysis activities while sharpening their time management, organization, and learning skills that they learned in College and Career Preparation I.

College and Career Preparation II prepares students with the knowledge and skills to be successful in college and beyond.

The course is based on the American School Counselors Association National Standards for school counseling programs.

### **Health Opportunities through Physical Education (HOPE)**

Health Opportunities through Physical Education (HOPE) combines instruction in health and physical education in a full-year, integrated course. It focuses on developing skills, habits and attitudes to maintain a healthy lifestyle and applying lessons learned to physical fitness. Through active participation and real-world simulations, the course aims to demonstrate firsthand the value of conscientious lifestyle management.

HOPE lays a foundation for making healthy decisions by building seven skills: accessing valid health information; analyzing internal and external influences; self-management; interpersonal communication; decision-making; goal setting; and advocacy. Students apply these skills to a variety of topics throughout the course, including mental and social health; physical activity; nutrition; substance prevention; disease and disorders; injury prevention and safety; and personal health. HOPE requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

This course is based on and aligns to the National Science Teachers Association (NSTA) standards and the Florida Next Generation Sunshine State Standards for health and physical education.

### **Music Appreciation**

Music Appreciation is a streamlined course that introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop.

The course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world.

### **Physical Education**

Physical Education combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives.

Specific areas of study include: Cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on



student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

Physical Education is aligned to national and state standards and the Presidential Council on Physical Fitness and Sports.

### **Skills for Health**

Skills for Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Skills for Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources.

Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision-making; goal setting; and advocacy. Students who complete Skills for Health build the skills they need to protect, enhance, and promote their own health and the health of others.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.