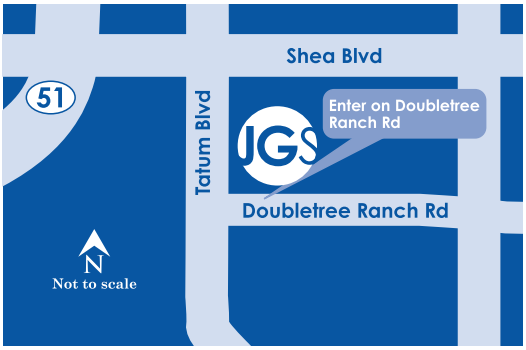
2023-2024

JGHS Course Catalog

The Jones-Gordon School



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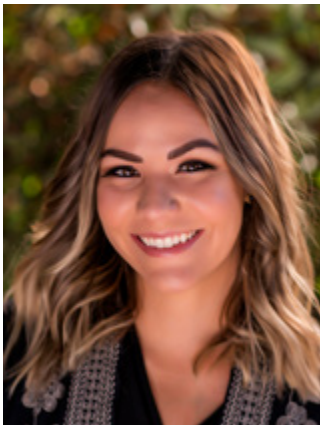
IMPORTANT NOTE: Not every course is offered every semester.

A message from the High School Director



Welcome to The Jones-Gordon High School (JGHS)! A lot has changed in the past decade of teaching and learning. We outgrew not one but two school campuses, earned our accreditation, and, most importantly, helped countless students achieve their dreams. As we look toward the next frontier of education ahead of us, our commitment to the Jones-Gordon core values ignites our vision and drives the work we do. With creativity, curiosity, courage, resilience, mindfulness, and kindness, we look forward to helping each and every one of you reach your goals.

Samantha De Palo, M.Ed.
JGS Director of High School

JGHS Highlights

- Strengths-based, student-centered
- Small class sizes
- Experienced, supportive, and collaborative faculty who are exemplary teachers *and* mentors
- Rigorous and authentic college-prep curriculum
- Knowledgeable, proactive college and career counseling
- Integration of emotional intelligence & executive function skill-building into the general curriculum
- Optional one-on-one daily FLEX hour supporting students with learning differences such as dyslexia
- A positive "culture of kindness"

The JGHS program aims to provide diverse learners with an unparalleled, targeted, and holistic education.

About the JGHS Program

A **small, independent private school** serving grades 1-12, The Jones-Gordon School (JGS) cultivates the strengths of high potential, motivated students who have dyslexia and related learning differences (such as ADHD or executive dysfunction). **Our progressive high school program is designed—from start to finish—to meet the targeted needs of each student.**

JGHS students benefit from being a part of a small, family-like school community; work exclusively in small groups with classes taught by highly-qualified, caring certified teachers; have the ability to work at levels appropriate for their individual capabilities and goals; and are guided through the high school-to-college process through an ongoing advisory program.

The Jones-Gordon School is accredited by **Cognia** (formerly **AdvancED**). Additionally, JGS is an approved private day school through the Arizona Department of Education, is registered with the **National Collegiate Athletic Association (NCAA),** and holds membership with the **College Board.**

Affiliations with national organizations include the International Dyslexia Association (IDA), The Dyslexia Foundation, Supporting Emotional Needs of the Gifted (SENG), Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD), the Council for Exceptional Children (CEC), and the National Science Teachers Association (NSTA).

Graduation Requirements & Grading Scale

Graduation Requirements: 22 credits
(5-6 credits/year minimum)

Subject Area	Credits Required
English	4
Math	4
Lab Science	3
Social Studies*	3
CTE** or Fine Art	1
Electives	7

*Must include American History and Government

**Career & Technical Education

Grading Scale

Grade	Percent	QUALITY POINTS Regular	Honors	AP/Dual Enrollment
A — Excellent	90-100	4.0	4.5	5
B — Above Average	80-89	3.0	3.5	4
C — Average	70-79	2.0	2.5	3
D — Below Average	60-69	1.0	1.5	2
F — Fail	59 or below	0	0	0

Credit Transfer Policy

Students who have completed (or plan to complete) course work at a non-JGS secondary school may transfer certain credits to satisfy JGS graduation requirements. External coursework may be considered for transfer credit if **all** of the following conditions are met:

- The course work is completed at an **accredited institution.**
- The course work is **substantially similar** to JGS high school level courses.
- The final grade posted for each potential transfer course is a **"D" or better.**
- The course work **does not duplicate or overlap** the primary coursework for other credit-bearing courses.

No more than seventeen (17) credits from other academic institutions can be counted toward the diploma requirements for The Jones-Gordon School.

In order to fulfill The Jones-Gordon School's graduation requirements, a student must complete a **minimum of 3.5 credits** at The Jones-Gordon School. These credits must include a minimum of two (2) course credits from two different core subject areas (i.e., English, math, science, social studies).

Grades in transfer courses will not be counted toward a student's JGS GPA.

Students wishing to transfer credit from a non-accredited and/or homeschool program are required to take **JGS-provided equivalency exams** in core subject area courses. Successfully passing one test earns **0.5 credit.** *Electives course credits will transfer at the discretion of the Administration.*

College courses may be transferred to fulfill JGS high school graduation requirements on a case-by-case basis using the following credit conversion:

- 3+ credit college courses = 1 JGS credit
- 2 credit college courses = 0.5 JGS credit

1 credit college courses do not transfer to JGS credit.

Policy on Repeated Courses

A repeated course can count in either **one** of the following two ways:

1. Counting only one course as a replacement grade.

- The student forfeits his/her grade in the first attempt at the course as well as the credit previously earned;
- The original course still appears on the transcript, but the credits earned/attempted is reported as zero (0);
- The previous grade does not count in GPA calculations, and the previous credit earned is not counted toward graduation requirements.

2. Counting both courses toward different credit types.

- The original course appears on the transcript and the credits earned/attempted are reported for both courses;
- Both course grades are reflected in GPA calculations;
- One course counts towards the subject credit for that course (e.g., Algebra I, math credit) and one may count toward another type of credit (e.g., Algebra I, elective credit);
- For core classes, repeated courses cannot count toward the same type of graduation credit (e.g., Algebra I and Algebra I cannot count as 2.0 math credits).

Courses repeated to improve a passing grade:

- Core courses may be repeated one time, regardless of the grade earned. If a student earns a "C" or lower, he/she may elect a one-time retake of the course for a higher grade. All attempts at repeated courses are recorded on a student's transcript.

Courses repeated to obtain a passing grade:

- Failed courses may be repeated until the student achieves a passing grade, up to three times. If a student cannot achieve a passing grade for a required core course within the attempt limit, they must seek credit from another approved institution.
- By default, students who earn an "F" in a repeated course retain the credit and grade previously earned.

Electives courses may be repeated for credit as long as the course grades from each semester are factored into GPA calculations (e.g., two semesters of the same art course). Guidelines for repeating electives courses vary class by class.

NOTE: *Not all courses are available every semester.*

Honors Program

The JGS High School's honors program gives students an opportunity to cultivate their strengths, explore their interests, and extend their classroom learning via Honors Projects. The Honors Project is a self-defined capstone experience intended to showcase the breadth and depth of student learning within a fairly narrowly-defined area of study. Students can propose an Honors Project in any core high school class (English, Math, Social Studies, Science, World Languages) and can earn Honors credit for the class upon completion and final project approval.

Project examples:

- Research presentation
- Extended essay
- Creative work
- Community service

Steps to Achieving Honors Credit

1. The student initiates a discussion with the classroom teacher and then submits a proposal.

   Proposal Due Dates: September 1 (Fall Semester) & February 1 (Spring Semester)

   Attempts to initiate an Honors Project after the proposal due date will **not** be considered.

2. The student and teacher agree upon an appropriate Honors Project.

3. The student independently completes the Honors Project outside of class over the course of the semester.

4. The student submits the Honors Project by the semester's end for approval.

If the Honors Project is NOT completed and submitted by the last day of the semester, the student will NOT receive honors credit for the class; however, regular class credit will still be awarded.

If it is determined that a submitted Honors Project does not meet expectations, the student will be given the opportunity for revision. In the rare instance that an Honors Project is deemed insufficient to earn honors credit even after revisions have been made, the student will simply earn regular credit for the class.

NOTE: The JGS Honors Program is designed to be student-driven. Requirements will vary course by course. It is the student's responsibility to understand the parameters of their project and ask for help/ clarification as needed.

Accelerated Learning Opportunities

Through Dual and Concurrent Enrollment and Advanced Placement® (AP®) Courses, students have the opportunity to get a head start on earning college credit while still in high school. These courses also provide more academically challenging curricula and help prepare students for college-level coursework and expectations.

Dual Enrollment

Dual enrollment provides opportunities for students to earn credit toward high school graduation while also obtaining regular college credit. Through Jones-Gordon's partnership with Maricopa Community Colleges, students may take available dual enrollment courses taught by JGS teachers at our campus. These credits are weighted on a 5-point GPA scale.

In order to enroll in college credit courses, students must meet eligibility and enrollment requirements at the participating Maricopa Community College. In addition, the following requirements must be met to satisfy JGS graduation requirements:

- Each course must be **pre-approved** by the Administration.
- The final grade posted for each course must be a **"C" or better.**
- The course work may not duplicate or overlap the primary coursework for other credit-bearing courses.

It is the student's responsibility to check with colleges and universities to ensure post-graduation acceptance of specific college credit courses.

Online/Concurrent Enrollment Courses

JGS High School students also have the opportunity to take online and/or concurrent enrollment courses outside of JGS programming. It is the responsibility of the student/parent to apply, register, enroll, and pay for ALL outside online coursework. JGS may facilitate a time and/or space for students to work on online coursework while on campus—in a Study Hall format with teacher support—but NO direct instruction will be provided for outside, online coursework.

Dual and Concurrent Credit and FERPA
When any student, regardless of age, attends a postsecondary institution, the rights under FERPA are transferred to the student. However, in a situation where a student is enrolled in both a high school and a postsecondary institution, the two schools may exchange information on that student. If the student is under 18, the parents/guardians still retain the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school.

Advanced Placement® (AP®) Courses

Advanced Placement® Courses, developed by the College Board, are designed to expose capable and motivated high school students to college-level academic material.

Students enrolled in AP courses are strongly encouraged to take the corresponding AP Exams in order to potentially receive college credit. AP Exam scores range from 1-5, with most colleges and universities awarding credit hours for scores of three or better. Students are responsible for the cost of all AP Exam fees and for exploring the transferability of AP course credit.

Academic Integrity Policy

The Jones-Gordon School adheres to a strict academic integrity policy. Academic honesty is expected of all Jones-Gordon students with respect to all intellectual efforts inside and outside the formal classroom setting. The following activities constitute academic dishonesty and are grounds for appropriate sanctions, which include but are not limited to grade penalties, loss of privileges, and dismissal:

1. **All forms of academic deceit,** as evaluated by The Jones-Gordon School faculty and staff;
2. **Copying work** from another student and/or from an unauthorized source;
3. **Referencing any unauthorized materials** (e.g., internet sources, text messages, audio recordings, internet translators, etc.) during an exam or assignment;
4. **Depending on the aid of others** (e.g., tutors, peers, parents, etc.) to the extent that work submitted is not representative of the student's abilities;
5. **Plagiarism,** defined as intentionally or unintentionally treating the work of another person (including websites, textbooks, internet sources, peers, tutors, parents, etc.) as one's own.

First Offense
(Addressed by teacher)

Consequences include but are not limited to:

- Teacher conference with student and/or parent/ guardian;
- Student is given an alternative assignment;
- Student receives a grade of zero on the assignment;
- Teacher declines to write a letter of recommendation

Second Offense
(Addressed by teacher and Administration)

Consequences include but are not limited to:

- Conference with student and/or parent/guardian;
- Reduced course grade;
- Privileges revoked;
- Possible suspension

Third Offense
(Addressed by Administration)

Consequences include but are not limited to:

- Admin. conference with student and parent/ guardian;
- Student withdrawn from the course with a grade of "F";
- Exclusion from academic awards, honors, and ceremonies;
- Exclusion from participation/ leadership in clubs, student government, athletic teams, or other extracurricular activities for a period of one year from date of the violation;
- Possible expulsion from The Jones-Gordon School

Appeals Process

A student who has been found responsible for violating the Academic Integrity Policy may request an appeal of the decision of responsibility and/ or sanction(s); any such appeals must be submitted in writing to the Head of School.

ENGLISH / LANGUAGE ARTS

English 9

This foundational course focuses on establishing and advancing essential grammar and sentence structure knowledge, academic writing strategies and skills, and reading comprehension. Students are exposed to a variety of writing styles and structures through in-depth analysis of both fiction and non-fiction texts. A focus is placed on learning how to find textual evidence to demonstrate comprehension and answer a variety of writing prompts.

NCAA Approved

English 10

This intermediate English course expands on the content and skills acquired in English 9. In this course, students learn and apply more complex grammatical structures, vocabulary, and reading strategies. Students write on a regular basis and learn various types of essays and structures. Students also read multiple short stories and novels that vary in the genre: nonfiction and fiction. At the end of the course, students are able to analyze different types of text as well as respond to writing prompts in organized structures.

PREREQUISITES: English 9 (1.0 credits) **NCAA Approved**

English 11

This upper-level English course builds on the content and skills acquired in English 10. In this course, students learn and apply complex grammatical structures, vocabulary, and reading strategies. Students write on a daily basis, focusing specifically on rhetorical analysis and argumentative writing. Students also read multiple short stories and novels that vary in the genre: nonfiction and fiction. With these readings, students analyze the rhetoric used by the authors to accomplish their purposes. At the end of the course, students are able to analyze the rhetorical devices and strategies used in written work and apply this knowledge to real-world examples, while being able to respond to questions in an organized structure.

PREREQUISITES: English 10 (1.0 credits) **NCAA Approved**

English 12

In this upper-level English course, students build on their prior course experiences and skills to analyze and think critically about challenging classical and contemporary texts. They show mastery of sophisticated language, grammar, and organizational techniques through their ability to use contextual evidence in an argumentative research paper experience. Additionally, students focus on speaking and listening communication skills, as well as writing for real-world applications.

PREREQUISITES: English 11 (1.0 credits) **NCAA Approved**

AP English Language and Composition®

In this intensive course, students learn and write the three types of essays seen on the AP English Language and Composition® exam: rhetorical analysis, argument, and synthesis. Through an in-depth analysis of writing structures, students are able to apply their knowledge to effectively compose these three types of essays within a given amount of time. Additionally, students learn the various reading strategies needed to analyze different types of texts, specifically non-fiction. Finally, students learn the test-taking strategies needed to successfully perform on the exam. By the end of the course, students are able to read complex texts and respond with organized essays that utilize a myriad of vocabulary words and stylistic grammar.

PREREQUISITES: English 10 (1.0 credits) **NCAA Approved**

AP English Literature and Composition®

The AP English Literature and Composition® course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to create meaning. Students learn to consider a work's structure, style, and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone.

PREREQUISITES: English 11 (1.0 credits) **NCAA Approved**

ENG 101/102 (First Year Composition)

This dual enrollment course places emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. ENG 101/102 establishes effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total.

PREREQUISITES: English 10 (1.0 credits) **NCAA Approved**

MATHEMATICS

Algebra 1

Algebra 1 is designed to give students a foundation for all future mathematics courses. The fundamentals of algebraic problem-solving are explained. Students explore the foundations of Algebra, solving equations, solving inequalities, an introduction to functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and data analysis and probability. Throughout the course, students learn how to apply the concepts in real-life situations.

NCAA Approved

Geometry

This course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. Emphasis is placed on developing critical thinking skills as they relate to logical reasoning and argument. Students are required to use different technological tools and manipulatives to discover and explain much of the course content.

PREREQUISITES: Algebra 1 (1.0 credits) **NCAA Approved**

Algebra 2

Algebra 2 is a review and extension of the concepts taught in Algebra 1. Topics covered will include Algebra 2 foundations, function families, quadratic functions and complex numbers, polynomials expressions and equations, exponential and logarithmic functions, rational functions, statistics, periodic functions and trigonometry, and applying trigonometric functions. Graphing calculator skills are taught and used extensively in this course. Throughout this course, students develop learning strategies, critical thinking skills, and problem solving techniques.

PREREQUISITES: Algebra 1 (1.0 credits) **NCAA Approved**

PreCalculus

PreCalclus weaves together previous study of algebra, geometry, and mathematical functions into a preparatory course for calculus or other future math courses. The course focuses on mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Students use symbolic reasoning and analytical methods to represent mathematical situations, express generalizations, and study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as a means for analyzing and understanding a broad variety of mathematical relationships. Students use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations. Students use a variety of representations (concrete, numerical, algorithmic, graphical), tools, and technology to model functions and equations and solve real-life problems.

PREREQUISITES: Algebra 2 (1.0 credits) **NCAA Approved**

Business Math

Business Math is an advanced mathematics course for high school students who are not planning to pursue a STEM education/career post graduation. Students focus their efforts on applying mathematics concepts to real world problems. Course topics, including probability, statistics, financial algebra, and graphing, are applied to the analysis of concepts from the fields of business, social sciences, and physical sciences.

NOTE: This course can be used for Mathematics credit or Career/Technical Education credit, but not both.

PREREQUISITES: Algebra 2 (1.0 credits)

AP Calculus AB®/BC®

Building enduring mathematical understanding requires knowing the why and how of mathematics in addition to mastering the necessary procedures and skills. To foster this deeper level of learning, AP Calculus is designed to develop mathematical knowledge conceptually, guiding students to connect topics and representations throughout the course and apply strategies and techniques to accurately solve diverse types of problems.

PREREQUISITES: Algebra 2 (1.0 credits) **NCAA Approved**

MAT 142 (College Mathematics)

This dual enrollment course provides working knowledge of college-level mathematics and its applications to real-life problems. Emphasis is on understanding mathematical concepts and their applications. Topics include proportional reasoning, modeling, finance, probability, and statistics.

PREREQUISITES: Grade of C or better in Algebra 2 **NCAA Approved**

MAT 187 (Precalculus)

This dual enrollment precalculus course combines topics from college algebra and trigonometry and provides preparation for analytic geometry and calculus.

PREREQUISITES: Grade of B or better in Algebra 2 **NCAA Approved**

SOCIAL STUDIES

Human Geography

Human Geography explores both the physical and cultural aspects of the world. Students learn the physical aspects of their world such as climate, physical features, and ecosystems through the use of academic resources. Following an understanding of the physical world, students then begin to explore how humans have grown to interact and adapt to their physical world through the development of culture and land use. At the end of the course, students have an understanding of the physical world, and the culture humans have developed within that world. Essay writing, critical thinking, active reading, and note taking are emphasized to cultivate the skills of this social studies discipline.

NCAA Approved

U.S. History

United States History is a one-year study of American history from the Age of Exploration to the present day, with an emphasis on the twentieth century. Through the use of primary and secondary source material, students learn about the various political, social, religious, and economic developments that have shaped and continue to shape the United States. Critical thinking and formulating arguments are emphasized through writing, discussion, and assessment. Essay writing, critical thinking, active reading, and note taking are emphasized to cultivate the skills of this social studies discipline.

NCAA Approved

World History

World History is a year-long study of the major concepts, events, and peoples of ancient history as well as modern history (approximately 8000 B.C.E. to the present). Students are exposed to major events and characteristics of Western Civilization as well as regional civilizations, including Islam, African nations, and Asia. Students examine history through cultural, political, and economic lenses. Essay writing, critical thinking, active reading, and note taking are emphasized to cultivate the skills of this social studies discipline.

NCAA Approved

Government

American Government is a study of the principles, philosophies, practices and institutions that form the United States system of government and law. Students learn about the structure of the United States government through the Constitution along with the evolving dynamics of political thought, the law, and duties of the citizen in the context of modern day and past issues. Essay writing, critical thinking, active reading, and note taking are emphasized to cultivate the skills of this social studies discipline.

NCAA Approved

Psychology

The Jones-Gordon psychology course is an interactive, engaging class that focuses on individual behaviors; the human brain; and why humans think, feel, and react to certain stimuli. Emphasis is placed on development, perception, learning, attitudes, motivation, emotions, conflict, personality, and mental health. Students learn experientially through multimedia activities, hands-on exercises, and experiments.

Economics

Economics is a one-semester study of the fundamental concepts of micro-, macro-, and international economics. Students gain a general understanding of economics and economic philosophy that allows them to better understand the U.S. economy and their personal finances. Viewpoints range from the individual consumer or small business owner to the global economy. Students study the law of supply and demand, forms of business, labor unions, government finances, and influences on the economy, money and prices, inflation and deflation cycles. Essay writing, critical thinking, active reading, and note taking are emphasized to cultivate the skills of this social studies discipline.

NOTE: This course can be used for Social Studies credit or Career/Technical Education credit, but not both.

NCAA Approved

AP Seminar®

AP Seminar® is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

AP Research®

AP Research® allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar® course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

HIS 103 (US History to 1865)

This dual enrollment course covers the political, economic, and social development of the United States from the Pre-Columbian period through the end of the Civil War (1865).

NCAA Approved

HIS 104 (US History 1865 to Present)

This dual enrollment course covers the political, economic, and social development of United States from 1865 to the present time. Students use and develop skills in research, analysis, and critical thinking through the continued understanding of the trajectory of US History from the end of Reconstruction until the present day.

NCAA Approved

SCIENCE

Earth Science

This modeling-based course seeks to analyze the creation and make-up of Earth's landforms (including the basics of geology, oceanography, and meteorology) and humans' interactions with them (including renewable and nonrenewable energy, climate change, and the use of Earth's resources). Additionally this course explores space and our overall place in the universe. The exploration of these phenomena will be through case studies, laboratory experiments, and small group activities/discussions.

NCAA Approved

Biology

This modeling-based course introduces students to the basic principles of biology including biochemistry, genetics (mendelian/non mendelian inheritance and molecular mechanisms), cell structure and function, evolution and taxonomy, energy dynamics (macro and micro) and population studies through the analysis of overarching phenomena questions via case studies, laboratory experiments, and small group activities/discussions.

NCAA Approved

Chemistry

This is an introductory modeling-based course on the theories and concepts of chemistry with a focus on laboratory and scientific practices. Students seek to understand the basics of the following chemical concepts:

Atomic and molecular structure and interactions
Stoichiometry
Chemical Thermodynamics
Biochemistry
Organic chemistry
Nuclear Chemistry

Through lab work, analysis of case studies, small group activities and discussions, and the development of explanatory models students will be tasked with the overall goal of outlining the role of chemistry in everyday life.

NCAA Approved

It's a Disaster!

The focus of this course is on the research of different natural disasters (such as earthquakes, tornadoes, hurricanes, tsunamis, volcanic eruptions, floods, and asteroids) that mankind faces. Students learn about major natural disasters that are in the news currently and delve deeper into particular natural disasters in history. Through projects and presentations, students gain a better understanding of the forces of nature and the disasters that they cause.

Environmental Science

Scientific literacy is increasingly becoming an indispensable part of our lives. We face many important and misunderstood science issues including loss of biodiversity, sustainability, fragmentation of ecosystems, changes to potable water delivery systems, depletion of soil fertility, quantifying the anthropocene, changing ocean chemistry and ocean biomes, climate change, and the increasing impact of eight billion human beings on the environment. In the Environmental Science course, students study aspects of ecosystems, biodiversity, population dynamics, Earth systems and resources, land and water use, energy consumption, pollution, and global change.

AP Environmental Science®

In this Advanced Placement course, students explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made, by taking part in laboratory investigations and field work. Students learn to explain environmental concepts and processes; analyze data, visual representations, and writings; apply quantitative methods in solving problems; propose a solution for an environmental problem and to support the idea with evidence; and to analyze a research study to identify a hypothesis. Course content:

The Living World: Ecosystems
The Living World: Biodiversity
Populations
Earth Systems and Resources
Land and Water Use
Energy Resources and Consumption
Atmospheric Pollution
Aquatic and Terrestrial Pollution
Global Change

PREREQUISITES: Two years of high school laboratory science (2.0 credits), Algebra 1 (1.0 credits)

WORLD LANGUAGES

Spanish I

Spanish I introduces students to all aspects of foreign language study. To this end, grammar, reading, writing, speaking, and listening skills are emphasized. Cultural topics are also explored and discussed throughout the duration of the course. Research is conducted in groups, with partners, and as individual practice dependent on the subject. Daily emphasis is placed on conversation, vocabulary, and correct usage of the language.

NCAA Approved

Spanish II

In Spanish II, students continue their foreign language study by further developing the skills of listening, reading, speaking, and writing. Advanced grammatical structures of the Spanish language are introduced throughout the year and added to those concepts covered in Spanish 1. Some of the topics of study this year are: stem-changing verbs, direct and indirect pronouns, the preterit tense, vocabulary related to themed units, and cultural topics related to the Spanish-speaking world. This year further emphasis is placed on speaking and listening for comprehension and communication, as well as reading and writing the language.

PREREQUISITES: Spanish I (1.0 credits) **NCAA Approved**

Spanish III

In Spanish III, students build upon the listening, reading, speaking, and writing skills learned in lower division Spanish courses. However, a greater emphasis is placed on speaking and listening in the advanced Spanish courses. More advanced topics include past and present subjunctive tense, imperfect tense, passive voice, and imperative mood. Students engage in Spanish language literature reviews of authors such as Gabriel Garcia Marquez and Pablo Neruda.

PREREQUISITES: Spanish II (1.0 credits) **NCAA Approved**

Spanish IV

The Spanish IV course continues to build upon students' listening, reading, speaking, and writing skills. Emphasis is placed on real-world communication (i.e., speaking and listening comprehension). Students are exposed to elements of advanced Spanish grammar as well as advanced vocabulary. The class is conducted entirely in Spanish, and students engage in novel/film studies, discussions, projects, presentations, and field studies in order to gain authentic cultural understanding.

PREREQUISITES: Spanish III (1.0 credits) **NCAA Approved**

Intro to American Sign Language (ASL I)

Intended for beginning signers, this course teaches practical skills, understanding, and knowledge of ASL. As an active visual language that does not have a written equivalent, the introductory course teaches the basic parameters of ASL (handshape, palm orientation, location movement, and facial/body expression) as well as space and positioning. Students learn essential vocabulary, grammar and sentence structure. Topics include historical events that have impacted the language and culture of the D/deaf community; distinct cultural practices; debunking myths and comparison of language features; and self-advocacy.

NCAA Approved

Intermediate American Sign Language (ASL II)

This course builds upon the foundation laid in Intro to ASL. Students expand their basic sign language skills and take on more advanced forms of sign language communication, with an emphasis on articulating the cultural practices distinctive of people who approach the world from a visual perspective. Intermediate ASL develops a novice-high to intermediate range of communication skills with the ability to convey information, concepts, and ideas in ASL on a variety of topics. Students are expected to participate in at least one event in the local D/deaf community and lead at least one event on campus pertaining to ASL and/or D/deaf culture.

PREREQUISITES: Intro to ASL (1.0 credits) **NCAA Approved**

ELECTIVES

Electives courses may be repeated for elective credit, unless otherwise noted, provided that the course grades from each semester are factored into GPA requirements.

LANGUAGE ARTS ELECTIVES

Communications

The Communications course introduces students to the basic concepts of effective communication. Students explore the role of communication in their lives and develop their own abilities to organize and deliver verbal communication via targeted public speaking assignments. Each assignment includes the discussion and practice of various communication models, delivery styles, and organization techniques.

Journalism

In this course, students are exposed to the changing methods and trends in journalism from its foundation to the modern age. Students analyze the techniques and mediums used by a journalist to convey information. Additionally, students learn the different areas of journalism and their purposes. Students also apply this knowledge and these techniques by creating personal examples of each type of journalism to understand the purpose behind it. Students create articles, videos, blogs, podcasts, and photos. By the end of the course, students are able to answer the following question: "How does journalism influence society?"

Creative Writing

The Creative Writing course is designed to be a shared exploration of expression through writing. The goal is to develop the habits and techniques of writers who experiment, revise, and share. Students participate in group discussions and commit themselves to the completion of original work. Additionally, students produce an original work in each of the following genres: Narrative, Open Letter, Use of the Five Senses, Promotional Advertisement, Student Choice: Poetry/Thriller/Short Story, Sketch Comedy.

PHYSICAL EDUCATION ELECTIVES

Physical Education

Physical Education students participate in a variety of individual and team activities. The curriculum provides students with the opportunity to practice and develop the skills necessary to maintain a healthy lifestyle. Exercise activities include a variety of training techniques and styles and sports. Participation in all activities is part of each day's class grade.

Weight Training

The purpose of the course is to give students weight training strategies to meet fitness, health, and strength goals. Students are introduced to a variety of techniques and lifting plans in order to achieve self-generated goals. The course gives students an understanding of using gym equipment to meet personal goals (both in and outside of class). An emphasis is placed on proper form and learning while actively participating daily.

Fitness

In the Fitness course, students develop agility, speed, coordination, and muscular endurance through various group workouts and drills. Three days per week focus on high intensity interval training workouts. Two days a week students learn specific sport-related skills and game play strategies. Each class starts with a group dynamic warm-up and ends with static stretching.

Strength and Conditioning

Strength and conditioning helps students improve their overall well-being and fitness, giving students the tools needed to be physically fit and healthy for a lifetime. This course provides a variety of exercise techniques that involve weight lifting, high-intensity interval training, stretching, and cardio. After completing this course, students are equipped to stay active and enjoy fitness.

FINE ARTS ELECTIVES

Studio Art

This is an introductory course designed to build a foundation of knowledge of the elements (line, shape, color, value, form, texture, and space) and principles (balance, contrast, emphasis, movement, pattern, rhythm, and unity/variety) of art and design. Through the creation of process-oriented projects and the study of Art History, students learn the components of both two- and three-dimensional artworks. Students are encouraged to experiment with a variety of media and techniques (pen and ink, watercolor, printmaking, etc.) to express themselves and boost their creativity.

Graphic Design

Graphic Design is a foundational course introducing students to the commercial aspects of art. Students first learn the elements and principles of art and design, and are then introduced to the creative processes used by professional graphic designers. Students develop an understanding of visual communication while exploring various methods used to create and combine words, symbols, and images to create visual representations of ideas and messages.

Art and Design

This course explores the differences—and similarities—between works created as "fine art" and those designed and produced for commercial purposes. Students begin by learning the elements and principles of art and design and by exploring the various media used to produce different types of art. Student interest and ability help to determine the topics and materials covered.

Digital Media

This is a project based course that allows students to creatively express themselves through a diverse range of topics related to visual arts that may include photography, graphic design, web design, computer animation, and other newly emerging forms of digital media. Students are introduced to design programs/software and use a variety of technology tools for productivity and communication as well as to produce original designs and long-term projects.

Intro to Film

The goal of the Intro to Film course is to teach high school students not only how to analyze film but also to provide them with the tools to see how and why certain films are made in the way they are. This is a seminar-style class, meaning students watch approximately one film per week in class and then discuss as a group. Fun and engaging, students are successful as long as they are present, have an open mind, and respect each other's opinions.

Intro to Media

Intro to Media explores the history of modern media and its impacts on society. The course focuses on how print, digital, cultural, and oral multimedia forms and practices have the power to affect, and even shape lives in the modern age. Students in the class learn why it is important to be critical, literate consumers and producers of media in all forms through an interdisciplinary look at the rapidly evolving history of the global multimedia environment. Students also collaborate in creating content across different mediums which require imagination and creativity. Daily class discussions help students to develop a critical yet open mindset about the ever-changing landscape of media by demonstrating how it evolves on a daily basis.

CAREER / TECHNICAL EDUCATION (CTE)

Personal Development

This course is aimed at improving students' ability to handle everyday living as growing and maturing young adults, with a focus on personal growth in the understanding of self, awareness of others, and how to prosper in the real world. Topics include: learning how to budget, independent living, facing the dangers of the internet and social media, sympathy and empathy for others, personal wellness, environmental awareness, problem solving and decision making, and being an upstanding citizen.

Computer Science

Computer Science introduces a wide range of introductory level topics, such as general computer literacy, digital information, algorithms, programming, big data, and cyber security. Student mastery is assessed via real-world projects and practical exams. An emphasis is placed on gaining a global understanding of how computing technology is changing the world in which we live.

Engineering

This CTE/STEM, project-based course introduces engineering through a systems engineering approach. The course enables students to understand the complexity of futuristic problems and the mechanism to solve them. Students explore engineering skills and careers from a variety of engineering disciplines.

Robotics I

In Robotics I, students are exposed to both the VEX EDR and Arduino Robotic systems. Students design numerous robots, both tethered and autonomous. Students also explore many different sensors which they then use to build and code robots. Creative thinking is encouraged in this fun, enriching, and challenging course.

Advanced Robotics

Advanced Robotics builds upon the concepts and skills learned in Robotics I. Students are challenged with a variety of engineering and coding tasks involving VEX EDR robots. Learning objectives include robot sensing, actuation, communications, control, computer vision, and path/motion planning, along with the Principles of Engineering.

PREREQUISITES: Robotics (0.5 credits)

Sustainability

Sustainability explores the dynamic relationships among social, economic, and environmental systems to enhance humans' long term quality of life. Students study and design models of sustainability for both micro and macroeconomic systems, study the difficulties with sustainability, and analyze sustainability using system thinking and how to integrate collaborative thinking to achieve a goal.

Financial Planning

The Financial Planning course is an introduction to providing topical exposure to a broad range of financial planning practice areas. The course objectives include: setting financial goals, budgeting, college planning, investing, credit, employment, insurance, taxes and retirement planning.

Woodshop

The Woodshop course covers basic woodworking skills such as safety rules and tips, measuring and marking, assembling, and finishing. An emphasis is also placed on developing safety, time management, and sequencing skills. Students use an array of tools to create functional items for school and home use.

Additional materials fee required for participation in Woodshop

Cooking

The Cooking course is an introduction to the culinary arts. Students learn basic kitchen safety and food handling principles, how to read and understand a standard recipe and food measurements, and the fundamentals of cooking, baking, and food science through classroom learning and hands-on cooking experiences.

Strategies and Systems in Learning (SSIL)

SSIL teaches students the underlying processes involved in learning. Students explore research-based study strategies and organizational systems to discover what is most effective for each individual. Through various activities, students explore the cognitive science of learning in executive functioning and metacognition (thinking about thinking). Students become aware of their unique strengths and weaknesses and create a learner profile that is necessary to become a more self-regulated, confident, and successful learner.

Home Economics

Home Economics is the "art and science of home management," meaning that the discipline incorporates both creative and technical aspects into its teachings. The course is designed to introduce students to this highly relevant field and to incorporate competency practice in basic and advanced daily living skills, such as cooking, money management, and sewing.

GENERAL ELECTIVES

Service Learning

Service Learning is an interactive elective course allowing students to receive high school credit for volunteering. Interested students will be required to submit a written proposal of the volunteer experience opportunity, name of supervisor(s), and schedule. Students are required to volunteer a minimum of 80 hours/semester, maintain a written journal of experiences and write a culminating paper at the end of the semester. *Please note that families are responsible for transportation to/from volunteer location(s).*

Global Citizenship

This course investigates what is happening in the world today, including core problems that exist in contemporary societies both locally and globally. Students will be equipped with essential skills to analyze sources of information in order to problem-solve and discuss important issues. The students will use their knowledge, skill set, aptitude, and strengths to change the world through empathy, engagement, and empowerment. The culmination of the course results in a series of community service events that will fulfill the necessary school requirements for the semester.

College Success 101

This course is designed for upperclassmen (11^{th}/12^{th} grade) to explore the various facets that make students successful in college. Students will explore elements of self-awareness by learning about their personality types and values, while simultaneously developing their self-confidence and emotional intelligence. They will also receive explicit instruction on post-secondary executive functioning, especially with respect to note-taking, goal setting, time management, and self-advocacy. The course will include field trips to the in-state universities as well as a variety of diverse guest speakers, the purpose of which is to expose students to the culture of higher education. Standardized test prep for spring exams will be a secondary goal of the course.

PREREQUISITES: Juniors & Seniors only

Current Events

This semester-long elective course focuses on world and local issues that affect students' everyday lives, such as economics, government, and conflict. This course uses newspapers, online media, and newscasts to support class discussions and to engage students' critical thinking skills in order to better understand the world around them.

Science of Creativity

The Science of Creativity is a course designed to help students cultivate their strengths, creativity, and interests. The course incorporates progressive and unconventional pedagogical approaches in addition to textual analysis, Socratic discussion, and project-based learning. Students explore what makes them unique and learn how to apply this knowledge to improve their everyday lives. An emphasis is be placed on imagination, originality, and productiveness to boost students' confidence and teach them how to leverage their natural talents in school, the workforce, and beyond.

Global Issues in STEM

This introductory class examines environmental, technological, and scientific issues around the world. Students investigate how problems arise and how people can address, mitigate, and/or solve various STEM-related challenges. Students also explore the history of the environmental movement and how it took shape, beginning with the burning of the Cuyahoga River and the publication of Rachel Carson's Silent Spring. Other topics of study include nuclear power and waste, electric vehicles, dams and water usage, invasive species, and climate change.

Sports Business and History

Sports Business and History covers the origins and cultural impact of sports on American life. Areas covered include Major League Baseball, the National Basketball Association, the National Football League, the Olympics, and more. Students also learn about current events such as racial integration, Title IX programs, and the recent decision by the NCAA to allow student athletes to benefit financially from the use of their own name and likeness. Each student in the course has the opportunity to take a deeper look into the sport of their choice and conduct a research project outlining the sport's timeline from its inception through today. By the end of the course, students can expect to better understand the historical relevance of professional sports over the last 150 years as well as the economic impact they continue to have on our country today.

Ethics Bowl

The National High School Ethics Bowl (NHSEB) promotes respectful, supportive, and in-depth discussion of ethics among high school students. By engaging students in intensive ethical inquiry, the NHSEB fosters constructive dialogue and furthers the next generation's ability to make sound ethical decisions. Our collaborative model rewards students for the depth of their thought, their ability to think carefully and analytically about complex issues, and the respect they show for the diverse perspectives of their peers. As a result, it enables students to practice and build the virtues central to democratic citizenship, thus preparing them to navigate challenging moral issues in a rigorous, systematic, and open-minded way.