



PAUL PUBLIC
CHARTER
SCHOOL

High School Course Catalog

2020 - 2021

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Introduction

Paul's rooftop steeple is a neighborhood beacon, a symbol of welcome to the diverse scholars from across the District of Columbia who seek a program offering academic rigor in a character building culture. Paul was awarded its charter status in 2000, becoming the first conversion public charter school in Washington, DC (and only DCPS to charter conversion).

As the founder of Paul PCS, Cecile R. Middleton spent two years steadily challenging the status quo and gained nation-wide respect as a pioneer in the charter movement. Ms. Middleton was a trailblazer in education for decades in Washington, DC, and she spent her final chapter at Paul ensuring that Paul scholars were given an opportunity to excel beyond meager expectations. Although she passed in 2008, Ms. Middleton left a legacy of excellence.

Paul continues to provide its scholars with an exceptional education. The Cecile R. Middleton Ninth Grade Academy opened its doors in 2009, as Paul expanded its program to offer freshmen scholars an opportunity to successfully transition into high school. Paul International High School opened its doors in the fall of 2013 with 125 9th graders and 100 10th graders from across the District of Columbia.

Mission

Paul International High School is a public college preparatory school whose primary mission is to educate our scholars and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders.

High School Graduation Requirements

To earn a diploma from the Paul International High School, a scholar must complete one hundred (100) hours of community service and earn a minimum of twenty-four (24) credits. A full year course is valued at one (1) credit and a semester course is valued at one half (0.5) credit; semester courses taken every day are valued at one (1) credit.

The twenty-four (24) credits required to earn a diploma must include the following:

- Four (4) credits of English
- Four (4) credits of Mathematics
- Four (4) credits of Social Studies to include the following:
 - Four (4) credits of Science, to include three (3) lab sciences
- Two (2) credits of World Languages
- One and one half (1.5) credits in Health/Physical Education
- One half (0.5) credit in Art
- One half (0.5) credit in Music
- Three and one half (3.5) credits through elective offerings*

Note:

**At least 1 of the elective credits must include Global Studies or Global Citizenship.*

**At least two (2) of the credits must include College Level or Career Preparatory (CLCP) courses. The courses may fulfill subject matter or elective requirements and may include courses at other institutions, including credit earned through dual enrollment. Courses that fulfill CLCP requirements have been marked with an "*" symbol throughout the catalog.*

In addition to the above listed requirements, to **participate in senior activities and Paul International High School's graduation ceremony**, high school scholars must also:

- Take the SAT or ACT college admissions test
- Submit proof of one (1) 2- or 4-year college acceptance

Grade Level Promotion Policy (High School)

To earn a diploma from Paul International High School, scholars must earn 24 credits. The guidelines for promotion to the next grade are listed below:

9th Grade to 10th Grade

- Earn 6.0 credits
- Includes: 4 core classes (Algebra 1, 1 Science credit, 1 History credit, 1 English credit)

10th Grade to 11th Grade

- Earn 6.0 credits (12 cumulative credits)
- Includes: 4 core classes (1 Math credit, 1 Science credit, 1 History credit, 1 English credit)

11th Grade to 12th Grade

- Earn 6.0 credits (18 cumulative credits)
- Includes: 4 core classes (1 Math credit, 1 Science credit, 1 History credit, 1 English credit), 1 World Language credit, and 1 Global Citizenship/College Preparation course

Many high school courses must be taken in a particular sequence. Thus, there might be limitations on the number of courses taken per year in a particular subject area. Scholars are encouraged to consider the requirements for graduation in addition to requirements for grade level promotion when selecting courses.

Transfer Credits

The following policy applies to students entering the high school in grades 10th and 11th¹. This policy was communicated via the enrollment system to all 10th and 11th graders upon completion of registration.

- Any student entering high school with earned credits **must submit a transcript** from your child's prior school documenting final grades and credits earned.
- We will be reaching out to you in early June with a reminder to submit your child's transcript after the current school year ends - you will need to contact your child's current school to request this document. (A final report card is not sufficient because it does not show the credits earned.)
- We must have this information not only to schedule your child appropriately but also, when the time comes, to be able to clear your child for graduation with the DC Public Charter School Board.
- We cannot create a schedule for your child without this information. If we don't receive it we will schedule him/her to 9th grade classes until we have the documentation necessary for scheduling.
- We will review your transcript to determine your child's schedule and grade level placement relative to the [Paul Graduation Requirements](#). If your child has not earned sufficient credits to be placed in the grade to which he/she applied we will reach out to you to discuss his/her schedule and anticipated graduation year.
- Although Paul does not award D or P grades, when transferred in we recognize a D as a GPA of 1 and P's are excluded from GPA calculation.
- Students who receive incompletes will not be awarded credit or GPA points.
- ***If your child is coming from a school outside the United States we need this information as early as possible to be able to interpret the courses and align them to our offerings.***

¹ This policy is also applied to students entering 9th grade who earned high school credits in middle school.

This policy is established to ensure that students are scheduled properly and that the school has sufficient documentation of any prior credits earned, as required to clear students for graduation with the DC Public Charter School Board.

Consequences of Non-Compliance

Students for whom we do not receive transcripts will be scheduled to 9th grade classes and re-classified in the student information system as 9th graders, regardless of the grade to which they applied as the school does not have sufficient evidence that they have earned the appropriate number of credits for their grade level. A final deadline will be communicated.

Method for Using this Catalog

Each of the courses offered by Paul, listed in this catalog by department, is granted either a full or half credit based on Carnegie Units. For each course you will find a course description, credit value and prerequisite information. Not every course in this catalog is currently offered but remains a viable part of our curriculum and may be offered in subsequent years.

Any core content courses scholars take that are more than the required number of Carnegie Units, will carry over as electives, as shown on the scholar's MOU (Memorandum of Understanding).

Disclaimer for the 2019-2020 Catalog:

- Prerequisites in this catalog were revised in the 2018-2019 school year. Students who enrolled at Paul prior to 2018-2019 were subject to different prerequisites which may be reflected on their transcripts.
- Prerequisites can be waived with the approval of the Principal for either acceleration purposes or for adequate progress toward graduation.
 - For students with a grade point average below a 2.0, any waivers to prerequisites must be approved by the Director of Schools.

Program of Study

General Education Courses

These courses are standards-based and taught by teachers who, according to ESSA standards, are highly qualified. Unless otherwise noted, all courses offered at Paul International High School are general education courses. All scholars have access to these courses and, as they earn more credits, they are afforded more choices in the classes they can take.

Honors Courses

Paul International High School is committed to preparing all scholars for success in college and beyond. To meet the needs of scholars that are ready for accelerated work, honors courses are offered. Honors courses are designed to challenge the scholar beyond the level offered in a college prep level course and, to prepare scholars for the rigor of future AP courses and exams. Scholars should consider that projects and exams may overlap and can result in work-load fluctuations. Summer work is often required.

Advanced Placement Courses

The College Board administers a program of college-level courses and examinations called Advanced Placement. Scholars who obtain certain scores on the exams may qualify for college credit, or exemption from college courses. Courses in this catalog that fit this description are designated AP. Due to the level of rigor required by these

courses, their grades carry a weighted average and scholars must apply and be accepted into each course each year.

In agreement with the College Board's statement that "all scholars who are willing to accept the challenge of a rigorous academic curriculum should be given consideration for admission to AP courses" and the strong correlation between taking AP courses and success in college, any PIHS scholar may apply for enrollment in an AP course within their grade level course sequence. Scholars may, with approval from the Principal, apply for enrollment in AP courses outside their grade level course sequence.

For the 2019-2020 academic year, the school intends to roll out the following AP enrollment process:

1. Rising scholars attend information sessions about AP courses available to them the following school year
2. Rising scholars are presented with AP course offerings available to them the following school year.
3. Interested scholar express interest to their current teacher. After reviewing students progress throughout the year the teacher recommends the students to the AP course.
4. Scholars receive summer assignment from teacher(s) for the following school year. Failure to complete a summer assignment may result in a scholar's removal from the AP course.

Dual Enrollment²

Paul International High School offers a dual enrollment for students who wish to gain educational experience outside of the traditional high school setting and earn college credit while completing their high school diploma.

Criteria for Enrollment:

1. Students must be a junior or senior with a minimum of a 3.0 GPA. Sophomores with a 3.3 GPA will also be considered.
2. Have a recommendation from a teacher and from either their counselor or the Principal.
3. Must have completed the Dual Enrollment Consortium application, including submitting a signed letter of permission from their parent/legal guardian.
4. Meet any other eligibility requirements of the Dual Enrollment Consortium and the institution of higher education in which the student is seeking to enroll.
5. Have approval of their Principal (or designee) for participation to ensure that any other concerns (i.e. attendance, behavior) are addressed.

Dual Credit:

Some dual enrollment courses will be eligible for dual credit. Dual credit means that the grades and credits earned will be reported on both the student's official university transcript and the high school transcript – meaning that it counts twice. These courses will be designated by the Dual Enrollment Consortium. All student who registered for the dual credit eligible courses will be given the opportunity, upon registering for the course, to complete paperwork to take the course for dual credit.

² As of 2018-2019, Paul International High School is a member of the OSSE Dual Enrollment Consortium and adheres to all guidelines and policies for participation.

Credit Recovery

Paul International High School offers several options for scholars to recover credit during the year and during the summer. **Credit Recovery** courses are available to students who have already enrolled in a course but failed to earn a credit, allowing them an additional opportunity for students to learn course material and demonstrate their knowledge. Credit Recovery options are as follows:

- **Summer School** – Summer school courses will be offered for scholars that need credit recovery as well. Scholars will be permitted to take a **maximum of 2 courses per summer**³. In accordance with the guidelines set by the Office of the State Superintendent of Education scholars are required to “sit” for at least 60 hours in order to receive credit for a course. Scholars will complete coursework on the power standards covered in the school year. Scholars who successfully complete summer school will earn a credit for the course that they have completed.
- **Online Courses & Independent Study Courses** - PIHS recognizes that for some scholars, the need to recover only one or two course credits is all that stands between them and successful completion of high school. At times, scholars may not be able to make up those required credits in the same traditional format and graduate on time. In those instances, Paul may offer the opportunity for scholars to enroll in an online course and/or an independent study course to recover missing credits. In both instances, the same high academic standards present in a traditional class are upheld.
 - *In the case of an online course, Paul has used providers including Keystone School, Fuel Education, and Apex. The Principal, or her designee, is responsible for identifying the best provider based on needs of the eligible students. As part of this process, the Principal (or designee) must also identify the appropriate courses based on alignment of course content to Paul curriculum and verify that the course offered meets the credit/Carnegie Unit requirement.*
 - *In the case of independent study, an adult from the community will design and implement a standards-based project or course with approval from the Principal (or designee). To qualify for independent study a student must have received a 60% or higher to qualify. The highest grade the scholar can earn will be a 70% in the class.*

Eligibility for Credit Recovery:

1. Student must be enrolled at Paul Public Charter Schools,
2. Student must have approval from his or her Principal prior to enrolling in the course, who will
 - a. ensure that the student needs to recover the course, and
 - b. determine if the course content, if offered by a school other than Paul, corresponds with a Paul PCS course and graduation requirement,
2. If the course is taken during the summer at Paul, the scholar will be enrolled in summer school and is expected to attend daily per the summer school policy,
3. The course provider, if not Paul PCS, must be accredited and approved by Paul.

Timing:

The majority of credit recovery occurs during the Paul Summer School program, which includes flexible options for credit recovery – from half day to full day schedules, online (but supervised) learning, and other arrangements as deemed necessary. In some instances, we will consider offering credit recovery after school or through more flexible scheduling, but always under the supervision of a teacher.

³ In special cases, students approved by the Principal, Director of Schools, and CEO will be allowed to take a 3rd course.

Awarding of Credit:

1. The scholar must receive a grade of 70% or higher in the course. A final report card must be submitted to the Principal with the grade and grading scale clearly indicated. The student will then receive a grade of a “C” for the previously failed Paul course.
 2. If the scholar fails the course he or she is attempting to recover, it can impact promotion status and progress toward graduation. These consequences will be discussed with the student.
-

Original Credit courses are for students who have never taken the course or who failed a course due to an excessive number of absences. Original credit courses will be prioritized for current seniors and rising seniors.

Paul International High School will do what it can to ensure that students are able to take the courses a student needs to graduate through purposeful scheduling and existing credit recovery programs as well as academic interventions and support. However, in the instances where students are in need of credits in order to graduate that are not possible to schedule, students have the following options:

- **DCPS Summer School Program:** Paul International High School will assist students in enrolling at DCPS summer school programs for original credit programs that meet the Carnegie-unit requirements.
- **Other LEA/private school opportunities:** Paul International High School will help families explore other accredited LEA’s that might offer courses that meet the Carnegie-unit requirement for courses, however families will be responsible for any costs associated with those programs.

Eligibility:

1. Student must be enrolled at Paul Public Charter Schools,
2. Student must have not taken the class in the past or must have failed it due to excessive absences, to be verified by the Principal as part of the graduation plan meeting.
3. Student and parent must have a meeting with the Principal and counselor to discuss the Memorandum of Understanding for the student and how taking the **Original Credit** will impact the students’ progress toward graduation, including but not limited to:
 - Ensuring that the original credit does not supersede other recovery needs which take priority,
 - Reviewing why the student needs to take the Original Credit and what issues may still be a factor (i.e. attendance) that may impede the students’ success in the Original Credit program,
 - Discussing consequences of non-completion or failure in the Original Credit program,
 - Discussing any costs associated with the program,
 - Setting timeline and expectations for completion and for support, including staff supervision,
 - ***All parties must agree to and sign the graduation plan for the student to be eligible.***

Timing:

Whenever feasible, Original Credit programs should be done during the summer. Only in limited cases will we allow students to take Original Credit on top of full course load of classes. These cases will be considered when there were extenuating circumstances earlier in their high school career or a higher display of academic maturity as they have aged.

Awarding of Credit:

1. The scholar must receive a grade of 70% or higher in the course in order to receive credit for the course. The grade received will be the grade awarded on the transcript, unless it is a D grade which will not be honored. A final report card and transcript must be submitted to the Principal with the grade and grading scale clearly indicated prior to the granting of the credit.
2. If the scholar fails the course he or she is attempting to recover, it can impact promotion status and progress toward graduation.

Course Trajectory

	9th Grade	10th Grade
Credit 1	English 9	English 10
Credit 2	Algebra 1	Geometry
Credit 3	World History 1	World History 2
Credit 4	Biology	Chemistry
Credit 5	Health (.5)/.5 Credit Elective	Spanish 1
Credit 6	PE 1/2	Art/Music
Credit 7	GCS: Investigating the World	GCS: Recognizing Perspectives
	11th Grade	12th Grade
Credit 1	English 11	English 12
Credit 2	Algebra 2	Pre-Calculus
Credit 3	US History	US Government/DC History
Credit 4	Anatomy & Physiology	Physics
Credit 5	Spanish 2	Spanish 3
Credit 6	SAT Prep	Global & Collegiate Symposium
Credit 7	Internship & Post-Secondary Planning	1 Credit Elective

- The PE/Health, music, and art requirements may be satisfied at any time during the scholar's 4 years at Paul

GRADE REPORTING

Grading Scale

Grades are based on a standard, 4.0 grade point average scale. Letter grades are issued quarterly for all courses.

Advanced Placement Grading Scale

Grade point averages for AP courses will increase by 1.00 point in recognition of the increased rigor of such courses. Scholars who earn a failing grade in their AP course will not receive the 1.00 point increase.

Regular Grading Scale			AP Grading Scale (High School ONLY)		
Letter Grade	Percentage	Grade Points	Letter Grade	Percentage	Grade Points
A	100 - 90	4.0	A	100 - 90	5.0
B	89 - 80	3.0	B	89 - 80	4.0
C	79 -70	2.0	C	79 -70	3.0
F	69 and below	0	F	69 and below	0

Note: As a school, Paul does not believe a passing grade should be given for below average work. Therefore, since the letter grade D is typically defined as below average work and does not denote proficiency, Paul Middle School and Paul International High School do not use the letter grade D. Thus, the lowest passing grade we honor for students who take courses at Paul is a C, which connotes that the scholar has demonstrated mastery of the basic standards. Note: Paul Public Charter School will only honor D's for scholars who were awarded a credit on their transcript for a D from another LEA.

English Department

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.”
- Dr. Seuss

Philosophy

The English program emphasizes the development of the powers of comprehension, critical thinking, and of coherence, cogency, and fluency in the expression and communication of ideas through oral and written composition. Through literature, scholars will encounter human aspirations, foibles, courage, cowardice, vulnerability, nobility of character, and integrity that should contribute to their own emotional and spiritual maturity.

English 9

1.0 credit

The Engage New York State grade 9 curriculum modules offer a wide range of quality texts that span the canonical to the contemporary. The grade 9 curriculum balances classic works by William Shakespeare, Sophocles, and Emily Dickinson with contemporary writing by authors such as Temple Grandin, Karen Russell, and Marc Aronson. Through the study of a variety of text types and media, scholars build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within each of the modules are linked explicitly to the Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for how the standards can come alive with thoughtful planning, adaption, and instruction. *(Prerequisite: 9th grade standing)*

Honors English 9

1.0 credit

English 9 Honors extends the English 9 curriculum to include additional readings and a sophisticated academic study of all literature read. You will learn techniques of literary criticism and be introduced to major components of literary theory. It is expected that you already are proficient in essay writing and able to demonstrate strong critical thinking skills. In the first semester, you will enhance your understanding of principles of critical thinking and apply your knowledge in writing, analysis, and oral presentations. In the second semester, you will apply higher order thinking, in-depth research, and advanced writing techniques to refine the written assessments you produce. *(Prerequisite: Teacher recommendation and 9th grade standing)*

English 10

1.0 credit

The Engage New York State grade 10 curriculum modules offer a variety of rich texts that engage scholars in analysis of literary and journalistic nonfiction as well as poetry, drama, and fiction. Classic and contemporary authors represented in the grade 10 modules include Christopher Marlowe, Amy Tan, Martin Luther King, Jr., Alice Walker, Malala Yousafzai, E.B. White, William Shakespeare, and Niccol Machiavelli. Working with these texts, scholars build knowledge, analyze ideas, delineate arguments and develop writing, collaboration, and communication skills. The lessons within the modules are linked explicitly to the Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for how the standards can come alive with thoughtful planning, adaption, and instruction. *(Prerequisite: Must have earned a credit in English 9 or the equivalency of English 9)*

⁴ All courses may not be offered every year. Some courses may have been discontinued but remain in the catalog for archival purposes.

Honors English 10**1.0 credit**

Honors English 10 is a course designed to develop advanced language, literature, and analysis skills. Scholars will study all aspects of literature including Shakespeare, poetry, non-fiction, short stories and drama. This course will engage scholars and prepare scholars for the statewide assessment while building the foundation to move on into the 11th grade Advanced Placement/International Baccalaureate English class. Evidence of higher-level thinking and independent work is expected and required. *(Prerequisite: Teacher recommendation and 10th grade standing)*

English 11**1.0 credit**

The Engage New York State grade 11 curriculum modules continue to develop scholars' skills in analyzing complex literary and informational texts as scholars delve deeply into works by acclaimed authors and historical figures, including classics from William Shakespeare, Virginia Woolf, and Kate Chopin; seminal pieces from W.E.B. Du Bois, Booker T. Washington, and Elie Wiesel; and contemporary literature from Tim O'Brien and Louise Erdrich. Through the study of a variety of text types and media, scholars build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within the modules are linked explicitly to the Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for how the standards can come alive with thoughtful planning, adaptation, and instruction. *(Prerequisite: Must have earned a credit in English 9 and English 10 or the equivalency of English 9 and English 10)*

AP English Language and Composition***1.0 credit**

The Advanced Placement English Language and Composition course is available only to juniors through an application process. The AP course in English Language and Composition enables scholars to become increasingly aware of themselves as writers and of the techniques evident in texts in order to enter into oral and written conversations with other writers and thinkers, as well as to gain authority and take risks in writing. Scholars read and extensively study a variety of texts ranging from non-fiction essays to American literature to political speeches. Not only will scholars become skilled readers of various kinds of rhetoric, but they will also become skilled writers who compose for a variety of purposes. The course culminates in the taking of the AP examination in English Language and Composition in May. *(Prerequisite: Must have met the Advanced Placement eligibility process and have earned a credit in English 9 and English 10)*

English 12**1.0 credit**

The Engage New York State Grade 12 curriculum modules offer a wide range of quality texts that engage scholars in analysis of autobiographical nonfiction, speeches, poetry, drama, and fiction. The grade 12 modules comprise classic and contemporary voices including Malcolm X with Alex Haley, Leslie Marmon Silko, Henry David Thoreau, Benazir Bhutto, Jared Diamond, William Shakespeare, Tennessee Williams, Jhumpa Lahiri, and Nikolai Gogol. Through the study of a variety of text types and media, scholars build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within each of the modules are linked explicitly to the Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for how to bring the standards to life through thoughtful planning, adaptation, and instruction. *(Prerequisite: Must have earned a credit in English 9, English 10 and English 11 or the equivalency of English 9, English 10, and English 11)*

AP English Literature and Composition***1.0 credit**

The Advanced Placement Literature and Composition is available only to seniors through an application process. The course engages scholars in careful reading and analysis of a challenging set of literary works from a range of genres including the novel, short story, poetry, and drama. The focus of the course is on intensive reading and discussion of the literature, as well secondary critical essays for discussion and evaluation. Emphasis will be placed on thoughtful and cogent analysis of the readings using a variety of theoretical frameworks and devices. *(Prerequisite: Must have met the Advanced Placement eligibility process and have earned a credit in English 9, English 10, and English 11)*

English as a Second Language

Scholars in grades 9 – 11 that have limited English proficiency according their Access scores are placed an ESL class. The class provides scholars the opportunity to learn basic English skills while still working towards mastering grade level standards and skills as outlined in our curriculum. At each level scholars spend double the amount of needed time for credit in the class to allow for the instructor to differentiate based on grade level and to cover skills that all scholars need. The course descriptions for each level are below. The courses listed below are equivalent to the grade level English course (i.e., ESL I, EL = English 9)

ESL I

1.0 credit

ESL I is designed for scholars scoring at levels 1 and 2 on the ACCESS test. The course introduces new speakers of English to academic vocabulary, reading skills, and writing strategies. The scholars in this course will build vocabulary through reading units and independent practice. Additionally, scholars will practice writing essays based on leveled academic readings. Writing skills will include how to brainstorm and organize information, how to draft and proofread, and how to peer edit, revise and publish online. In this class standards from Engage NY for each scholars' grade level will drive the work done with scholars. (*Prerequisite: As determined by their performance on the Access assessment and grade level standing.*)

ESL II

1.0 credit

ESL II is a transition class for scholars scoring at levels 2 and 3 on the ACCES test. These scholars have mastered basic language skills but still require intense development in vocabulary, speaking, reading, and writings. The scholars in this class participate in daily reading assignments which focus on literary concepts such as plot, characterization, and figurative language. Scholars complete writing projects such as contrast, descriptive, and argumentative paragraphs. By the end of this course all scholars will go through all steps of the writing process—brainstorming, organizing, drafting, and revising—in order to publish an original multi-paragraph essay. In this class standards from Engage NY serve as the basis of the curriculum. (*Prerequisite: As determined by their performance on the Access assessment and grade level standing.*)

ESL III

1.0 credit

ESL III is designed for scholars scoring at a 3 or 4 on the ACCESS test. The course focuses on improving scholars' vocabulary, grammar, critical reading, critical writing, and presentation skills. Scholars are assigned multiple essay topics and daily reading assignments which are designed to encourage scholars to generate ideas freely. Scholars will read *Hamlet*, *Romeo and Juliet*, and *The Things They Carried*. As scholars complete intense independent reading assignments, they collect materials, notes, and writings based on selected literature circle roles. Each week, scholars actively participate in group discussions and reflective writing assignments about what they have read and discussed. In this class standards from Engage NY for each scholars' grade level will drive the work done with scholars. (*Prerequisite: As determined by their performance on the Access assessment and grade level standing.*)

EL (formerly ELL I)

0.5-1.0 credit

ELL I introduces scholars to basic structures and vocabulary of the English language through the skills of reading, writing, speaking, and listening. Scholars will learn strategies in order to advance their reading, listening, and pronunciation skills. They expand oral comprehensibility and master writing complete sentences, a standard paragraph, and short content-based essays. They utilize level-appropriate conventions of grammar and punctuation with a minimum of errors. (*Prerequisite: As determined by their performance on the Access assessment and grade level standing.*)

Online Credit Recovery⁵

The following courses are available for scholars needing to recover credits. Participation in these courses are subject to students meeting the eligibility requirements of our Credit Recovery Policy.

English Grade 9 Online Credit Recovery (Keystone School)

1.0 credit

This course is an introduction to the important skills of writing effectively and clearly. These skills are essential to success in college, business, and life. This course will help students develop the technical writing skills and confidence to use those skills in communicating ideas and thoughts in written form. The focus is to provide students with the ability to master essential grammatical concepts that will help prepare for more advanced English courses.

- Part A - Topics include: internet communication; getting the news; offering opinions; mass media advertising.
- Part B - Topics include: reading strategies; reading short fiction; reading long fiction (the novel); reading lyric poetry; Romeo and Juliet; avoiding plagiarism. **The following books are not included with the course materials and must be obtained: The Secret Life of Bees by Sue Monk Kidd; Romeo & Juliet by William Shakespeare**

(Prerequisite: Must have approval for Credit Recovery, per the policy).

English 9 (Fuel Education)

1.0 credit

English 9 Credit Recovery is a flexible online course designed for students who need to retake the course, catch up to classmates, or earn the credits necessary to graduate on-time. The course includes engaging and interactive instruction about reading, writing, speaking and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to grade 9. Students also learn about the formal writing process as they write a literary analysis essay. *(Prerequisite: Must have approval for Credit Recovery, per the policy).*

English Grade 10 Online Credit Recovery (Keystone School)

1.0 credit

Students will read literary works from a variety of genres, from different cultures, and from classical and modern time periods. The elements of each genre and various literary techniques will be discussed to develop an understanding of the authors' craft and the effectiveness and purposes of common literary devices. Students will be asked to understand more than storyline; they will be asked to contemplate the universality of literature: themes and motifs that transcend time and place. In order to develop critical thinking skills and the ability to communicate effectively, students will be asked to respond to their readings creatively and thoughtfully, to write for different purposes, to present material orally, and to evaluate material and ideas presented not only in the literature but also in the media.

- Part A - Topics include: Introduction and poetry; short stories; novels and personal essay. The following books are not included with the course materials and must be obtained: The Alchemist by Paulo Coelho.

⁵ Throughout this catalog we provide course descriptions for online credit recovery courses from providers, Fuel Education, Keystones School, and Apex Learning. The course descriptions in this catalog are as of the publication of this catalog and are subject to change. Therefore, we are providing a link to their course catalogs here:

Fuel Education: <https://www.fueleducation.com/curriculum/find-a-course.html>

Keystone School: <https://www.keystoneschoolonline.com/high-school/curriculum/browse-course-catalog.html>

Apex Learning (<https://www.apexlearning.com/digital-curriculum/courses/catalog>)

We also reserve the right to substitute a provider for a particular course should we find that their courses best match the needs of our students – i.e. if we believe that Apex Learning best provides the English I content we may offer it even though that course is not specifically listed in this catalog. What will not change is the courses for which we offer recovery options through online providers.

- Part B - Topics include: poetry and song; mass media and speech; reading the novel; personal project. **The following books are not included with the course materials and must be obtained: A Raisin in the Sun by Lorraine Hansberry.**

(Prerequisite: Must have approval for Credit Recovery, per the policy).

English 10 (Fuel Education)

1.0 credit

English 10 Credit Recovery is a flexible online course designed for students who need to retake the course, catch up to classmates, or earn the credits necessary to graduate on-time. The course includes engaging and interactive instruction about reading, writing, speaking and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to grade 10. Students also learn about the formal writing process as they write a literary analysis essay.

(Prerequisite: Must have approval for Credit Recovery, per the policy).

English Grade 11 Online Credit Recovery (Keystone School)

1.0 credit

This course is a literature survey that navigates chronologically through the periods of American literature from Native American oral traditions through contemporary works of poetry, fiction, drama, and nonfiction. Each Unit explores a literary movement through a unique theme. Literature of each period becomes the basis of study for models of literary analysis and modes of rhetorical writing.

- Part A - Topics include: contemplation and argumentation; story, identity, Unity; real survival skills: the universal flow of ideas. **The following books are not included with the course materials and must be obtained: The Crucible by Arthur Miller.**
- Part B - Topics include: discovery and attribution; music from ashes; novel ideas; cultural evolution and literature; contemporary voices. **The following books are not included with the course materials and must be obtained: The Sweet Hereafter by Russell Banks.**

(Prerequisite: Must have approval for Credit Recovery, per the policy).

English III (Fuel Education)

1.0 credit

English III Credit Recovery helps students understand how the reading, writing, listening, and speaking skills they have been developing in high school can be applied to work they may do in college courses and in their future careers. Students use an online literature anthology to continue their study of literature. Course content progresses chronologically through the periods of American literature, from Native American oral traditions through contemporary works of poetry, fiction, drama, and nonfiction. Each unit focuses on a literary movement through the lens of an overlying theme. Students continue to work on their vocabulary skills and supplement their learning with multiple-choice games, self-check activities, and writing projects. (Available on Peak only.)

(Prerequisite: Must have approval for Credit Recovery, per the policy).

English Grade 12 Online Credit Recovery (Keystone School)

1.0 credit

Students will read and analyze classic works of literature because these works contain literary qualities that merit study and provoke thinking. Students will also look at modern and contemporary works as they examine plays, short stories, poetry, essays, and novels.

- Part A - Topics include: Utopia and dystopia; order and chaos; war and peace; wealth and poverty.
- Part B - Topics include: Loyalty and betrayal; life and death; time; justice and injustice.

(Prerequisite: Must have approval for Credit Recovery, per the policy).

English IV (Fuel Education)

1.0 credit

English IV Credit Recovery is a condensed version of the English IV Foundations course. Its format and length makes it great fit for summer programs and other contexts in which instructional time and teacher time may be limited. In this course, students read and analyze classic, modern, and contemporary literary works. Reading selections, which

are contained in an online literary anthology, include plays, short stories, poetry, essays, and novels. Students think critically about the complex issues posed in the readings and express their interpretations of these issues in essays, research papers, journals, and oral presentations. Students learn about the validity of sources as they complete their writing assignments. (Available on Peak only.) (*Prerequisite: Must have approval for Credit Recovery, per the policy*).

English Electives

Scholars enrolled in these classes are used as support classes and can be used as an elective to fulfil elective requirements. These courses do not fulfill the core course requirements.

Composition 12

1.0 credit

Composition 12 offers a strong emphasis on writing structured and well-supported essays, along with scholars being immersed in a wide variety of writing genres. The course begins with scholars completed a well written, application ready college essay. Scholars are then expected to create works of their own and to analyze, respond to, and edit the work of others. Both formal and informal writing are practiced throughout the year, and scholars are exposed to several pre-writing and post-writing strategies. (*Prerequisite: Teacher recommendation and assessment data*).

English 9 Workshop A and English 10 Workshop A

0.5-1.0 Credit

This course is designed to review and teach scholars foundational literacy related skills. Scholars will use Scholastic's Read 180 or System 44 software to address literacy related deficiencies such as

1. Reading fluency
2. Poor comprehension due to inability for form mental models
3. Lack of vocabulary
4. Limited background knowledge
5. Inability to process and understand grade-level content area text with high concentration of academic language
6. Low motivation and lack of connection to materials and school

On a daily basis scholars will engage in a instructional model that includes: small group instruction, instructional computer-based software, and modeled/independent reading. Scholars are assessed using the Scholastic Reading Inventory (SRI). The primary texts are scholastic's Books. English 9 Workshop A is designed for scholars enrolled in English I and English 10 Workshop A is for scholars enrolled in English II. Scholars can earn either .5 or a full credit depending on how long they are enrolled in the course.

(*Prerequisite: Teacher recommendation and assessment data*).

English 9 Workshop B

0.5 credit

This course is an extension of learning focused on strengthening scholars in the fundamental skills needed to be successful in further studies and to integrate scholars from a variety of backgrounds and abilities into the high school experience. The course includes units in vocabulary, beginning composition, and literature. Curriculum in this course acts as a support to skills taught in English 9. (*Prerequisite: Teacher recommendation and assessment data*).

English 10 Workshop A

0.5 credit

Scholars who are experiencing deficiencies in reading, writing, grammar, speaking, listening, and organizational skills will find this course is designed to meet their individual needs. Instruction will include individual and group structured activities that improve reading comprehension, writing, grammar usage, organizational skills, and vocabulary development. Instruction is differentiated to meet scholars' individual needs and readiness and is

designed to help scholars make connections between reading, writing, literature, and their own lives. This class will support English 10. *(Prerequisite: Teacher recommendation and assessment data).*

English 10 Workshop B

0.5 credit

Scholars will be further supported where it is found they have deficiencies in reading, writing, grammar, speaking, listening, and organizational skills. This course is designed to meet their individual needs. Scholars will work with more advanced independent and structured activities that improve reading comprehension, writing, grammar usage, organizational skills, and vocabulary development. Instruction is differentiated to meet scholars' individual needs and readiness and is designed to help scholars make connections between reading, writing, literature, and their own lives. This class will support English 10. *(Prerequisite: Teacher recommendation and assessment data).*

English Workshop 9

1.0 credit

English Workshop 9 supports scholars' development in reading, writing, speaking and listening throughout the 9th grade year. Curriculum is drawn from the Common Core Learning Standards and explicitly targets priority skills such as grammar, vocabulary development, essay writing, oral presentation, and basic reading comprehension. *(Prerequisite: Teacher recommendation and assessment data).*

English Workshop 10

1.0 credit

English Workshop 10 supports scholars' development in reading, writing, speaking and listening throughout the 10th grade year. Curriculum is drawn from the Common Core Learning Standards and explicitly targets priority skills such as grammar, vocabulary development, essay writing, oral presentation, and basic reading comprehension. *(Prerequisite: Teacher recommendation and assessment data).*

Creative Writing

1.0 credit

Scholars will compose original works of poetry, prose, creative nonfiction, and other forms of creative written expression. Scholars will be given the opportunity to dabble in various genres while working to strengthen areas of their own choosing. Scholars will work through the entire creative process including (but is not limited to) free writing, drafting, revising, workshopping, and publishing written work. *(Prerequisite: None)*

Just Words

.5 - 1 Credit

Students master the key phonemic awareness skill of oral segmentation of phonemes in a syllable, a critical skill for reading and spelling success. Students learn to segment using a "tapping" system that provides a kinesthetic-tactile guide and reinforcement. They learn to blend and segment three sounds, then four, five, and six sounds, the greatest number of sounds in a syllable. In each unit, students apply decoding skills to read words in isolation as well as words in phrases, sentences, and in a short passage. Students apply their decoding and spelling skills to various kinds of vocabulary words, including general academic vocabulary words and content-specific vocabulary words. *(Prerequisite: Teacher recommendation and assessment data).*

Mathematics Department

“Pure mathematics is, in its way, the poetry of logical ideas.” - Albert Einstein

Philosophy

As a mathematics department at PIHS, we believe all scholars can and deserve to learn and that all scholars are capable of critical thinking and problem solving. Our mission is to arm scholars with lifelong mathematical knowledge, skills, and strategies that will enable them to be academically competitive in college and career.

Math Foundations for ELs

1.0 credit

This course is designed for ELP Levels 1-2 English Learners with significant gaps in mathematics knowledge as a result of having limited prior academic experience. This course will support the development of the mathematics and language skills necessary for success in Algebra 1. It will focus on algebra and geometry preparatory concepts and skills; strategies for collecting, analyzing and interpreting data; and number concepts and skills that are aligned to the WIDA English Language Proficiency Standards, as appropriate to the students' levels. *(Prerequisite: As determined by their performance on the Access assessment and grade level standing.)*

Algebra I

1.0 credit

This course is the foundation for high school mathematics courses and is the bridge from the concrete to the abstract study of mathematics. The five critical areas of study in Algebra 1 are: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations and quadratic functions and modeling. Scholars engage in methods for analyzing, solving, and using quadratic functions. Real world applications are presented within the course content. Graphs and linear systems are stressed, as are polynomial, rational, and radical expressions and equations. The Standards of Mathematical Practice will be applied throughout the course. In Honors Algebra 1, scholars will complete extended projects and cover additional topics. *(Prerequisite: 9th grade standing. 8th graders enrolled in Algebra I are selected based on overall 7th grade math course performance, MAP assessment scores, and course assessment performance).*

Honors Algebra 1

1.0 credit

This course will introduce scholars to an extension of topics introduced in Pre-Algebra by learning algebraic concepts through both theory and applications. Modeling and real-world problems are introduced throughout the course. This course prepares scholars for Honors Geometry and Honors Algebra II. Scholars will work in an advanced setting on concepts such as The Structure and Properties of the Real Numbers, linear Equations and inequalities, polynomials, rational expressions, roots and radicals, relations and functions, exponential functions, and quadratic equations and inequalities. *(Prerequisite: 9th grade standing and teacher recommendation)*

Geometry

1.0 credit

Geometry is a course designed to both bridge the gap between concrete and abstract thinking and integrate algebraic knowledge with geometric exploration. Scholars explore more complex geometric situations and deepen their explanations of geometric relationships. The six critical areas of study in Geometry are: congruence, proof and constructions, similarity, proof and trigonometry, extending to three dimensions, circles with and without coordinates, and applications of probability. Scholars will cover topics such as lines, angles, parallel lines, properties of polygons and solids, area, volume, trigonometry, and proofs. The Standards of Mathematical Practice will be applied throughout the course. *(Prerequisite: Algebra I)*

Honors Geometry

1.0 credit

Scholars learn to recognize and work with geometric concepts in various contexts. They build on ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry and develop an understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry.

Scholars use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include an advanced understanding of points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; and the use of transformations. *(Prerequisite: Teacher recommendation)*

Algebra II

1.0 credit

Algebra II is a rigorous course that extends scholars' knowledge of Algebra I concepts. Scholars will explore linear, quadratic and exponential functions and equations in depth. By the end of the year, scholars will be expected to: solve linear, quadratic, polynomial, exponential, and logarithmic functions; factor complex polynomial and quadratic equations; solve systems of linear equations using multiple methods; arrange data using matrices and perform operations on those matrices; perform operations on radical numbers; and simplify radical expressions. The Standards of Mathematical Practice will be applied throughout the course. *(Prerequisite: Algebra I)*

Statistics

1.0 credit

This introductory course covers basic probability and statistics with applications. Students will be able to collect data using random strategies, represent data using different types of graphical display, and interpret these graphical displays. Students will learn probability models including normal, binomial and geometric distribution. Linear regression is introduced. Topics such as random variables, probability distribution rules (addition rule, multiplication rule and conditional probability), counting principles, confidence intervals and hypothesis testing for sampling distributions will be included. *(Prerequisite: Algebra I)*

Pre-Calculus

1.0 credit

This course is an advanced form of high school algebra intended to prepare scholars for the study of calculus. Pre-calculus includes a review of algebra and geometry as well as an introduction to exponential, logarithmic, and trigonometric functions, vectors, complex numbers, conic sections, and analytic geometry. Equivalent college courses are introduction to analysis, college algebra, and trigonometry. *(Prerequisite: Algebra I, Geometry, and Algebra 2)*

Calculus*

1.0 credit

Calculus forms a bridge between mathematical topics such as geometry, algebra, and trigonometry and advanced theoretical mathematics such as differential equations, vector analysis and complex variables. Scholars study the following topics: functions, limits, continuity, differentiation, curve sketching, maximization and minimization problems for functions of one variable, the Riemann integral and antiderivatives (integrals). For this course, the focus will be on integration and fundamental theorem applications, as well as partial differentiation applications. *(Prerequisite: Algebra I, Geometry, Algebra 2, and Pre-Calculus)*

Online Credit Recovery – Math

The following courses are available for scholars needing to recover credits. Participation in these courses are subject to students meeting the eligibility requirements of our Credit Recovery Policy.

Algebra 1 Online Credit Recovery (Keystone School)

1.0 credit

Through this course students will gain mastery in working with and evaluating mathematical expressions, equations, and graphs.

- Part A - Topics in the first semester include: numbers and expressions; real numbers; equations; functions and linear equations; and inequalities.
- Part B - Topics in the second semester include: solving systems of linear equations and inequalities; polynomials and factoring; quadratic functions and radicals; and rational expressions.

(Prerequisite: Must have approval for Credit Recovery, per the policy).

Algebra 1 (Fuel Education)

1.0 credit

Algebra 1 leads students from their proficiency and understanding of numbers and operations into the mathematics of algebraic thinking. Building on pre-algebra skills developed in middle school, students deepen their

understanding of linear expressions and equations, linear inequalities, and coordinate graphing. They then explore and learn about the function concept, radical expressions, exponential expressions and functions, quadratic functions, systems of equations, factoring and roots of equations, and basic statistical analysis. *(Prerequisite: Must have approval for Credit Recovery, per the policy).*

Geometry Online Credit Recovery (Keystone School)

1.0 credit

Topics include: the language of geometry; reasoning and introduction to proof; parallels; and applying congruent triangles.

- Part A - Topics include: the language of geometry; reasoning and introduction to proof; parallels; and applying congruent triangles.
- Part B - Topics include: quadrilaterals; similarity; right triangles and trigonometry; circles; and polygons and area.

(Prerequisite: Must have approval for Credit Recovery, per the policy).

Geometry (Fuel Education)

1.0 credit

Geometry combines mathematical reasoning and proof with an extension of students' algebraic development in geometric contexts. The course focuses primarily on two-dimensional shapes in the Euclidean plane. Starting with segments and angles, students develop understanding of and work through problems and proofs involving congruence, similarity, parallel and perpendicular lines, quadrilaterals, and circles. Toward the end of the course, time is also spent extending the treatment of triangles into basic trigonometry concepts and providing students with a detailed taste of analytic geometry by developing and using the equation of a circle in the coordinate plane. *(Prerequisite: Must have approval for Credit Recovery, per the policy).*

Algebra 2 Online Credit Recovery (Keystone School)

1.0 credit

Algebra 2 expands on the mathematical content of Algebra 1 and Geometry. Emphasis will be on functions and algebraic solutions to various types of problems.

- Part A - Topics include: linear and quadratic functions; radical, rational, exponential and logarithmic equations and functions.
- Part B - Topics include: trigonometric functions; systems of equations and inequalities; geometric calculations; conic sections, parabolas, circles, ellipses and hyperbolas; and probability and statistics.

(Prerequisite: Must have approval for Credit Recovery, per the policy).

Algebra 2 (Fuel Education)

1.0 credit

Algebra 2 builds on the mathematical proficiency and reasoning skills developed in Algebra 1 and Geometry to lead students into advanced algebraic work. The course emphasizes the concept of functions throughout. Sandwiched between short forays into probability and statistics is a thorough treatment of linear, quadratic, higher-degree polynomial, exponential, logarithmic, and trigonometric functions, with emphasis on analysis, problem solving, and graphing. Toward the end of the course, an introduction to sequences and series is presented in preparation for future work in mathematics. *(Prerequisite: Must have approval for Credit Recovery, per the policy).*

Math Electives

Scholars enrolled in these classes are used as support classes and can be used as an elective to fulfil elective requirements. These courses do not fulfill the core course requirements.

Foundations of College Math

1.0 credit

The Foundations of College Math course includes topics from elementary algebra such as: sets of numbers, operations with real numbers, variables, integral exponents, scientific notation, simplification of algebraic expressions, solving linear equations and inequalities in one variable, graphing linear equations, writing equations of lines, solving linear inequalities in two variables, solving systems of linear equations in two or more variables, applications, problem solving, operations with polynomials, factoring polynomials, and solving equations using

factoring. This course prepares scholars to pass college mathematics entrance exams. *(Prerequisite: Teacher recommendation and assessment data).*

Math 9 Workshop A

0.5-1.0 credit

This course is designed to support older scholars who need to build pre-algebra and algebra skills using Scholastic's Math 180 software. Math 9 Workshop A is designed for scholars who are enrolled in Algebra 1 and need to build numerical understanding and reasoning skills. Scholars on key foundation concepts that enable them to make connections while learning to think algebraically. Math 10 Workshop A is designed for scholars who are enrolled in Geometry and its curriculum transitions scholars to pre-algebra with an emphasis on building proportional reasoning with rates, ratios and linear relationships, and functions. Visual models bring coherence to instruction, making abstract concepts more concrete. *(Prerequisite: 9th grade standing, teacher recommendation and assessment data).*

Math 9 Workshop B

0.5-1.0 credit

This course provides additional opportunities for scholars to build a stronger foundation for success in their mathematical knowledge by extending skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master scholar learning outcomes of the core math course. Upon completion, scholars should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the scholar's core math course. *(Prerequisite: 9th grade standing, teacher recommendation and assessment data).*

Math 10 Workshop A

0.5-1.0 credit

This course will cover topics including plane, solid, and coordinate geometry as well as deductive reasoning and application to work with lines, planes, and solids on a found. The studies of geometry also include congruence and similarity of geometric figures; length, area, and volume related to geometric figures; construction of geometric figures and graphing; properties of number systems, equalities and inequalities; ratio and proportion; and an introduction to trigonometry, probability, and statistics. *(Prerequisite: 10th grade standing, teacher recommendation and assessment data).*

Math 10 Workshop B

0.5-1.0 credit

This course will cover topics including plane, solid, and coordinate geometry as well as deductive reasoning and application to work with lines, planes, and solids on a found. The studies of geometry also include congruence and similarity of geometric figures; length, area, and volume related to geometric figures; construction of geometric figures and graphing; properties of number systems, equalities and inequalities; ratio and proportion; and an introduction to trigonometry, probability, and statistics. *(Prerequisite: 10th grade standing, teacher recommendation and assessment data).*

Math Workshop 9

1.0 credit

Math Workshop 9 supports scholars' work in Algebra I (taken concurrently) through the development of conceptual math skills. Scholars review and examine key topics such as integers, rational numbers, basic equations, functions, and statistics and probability through a hands-on, problem solving approach to instruction. *(Prerequisite: 9th grade standing, teacher recommendation and assessment data).*

Math Workshop 10

1.0 credit

Math Workshop 10 supports scholars' work in Geometry (taken concurrently) through the development of conceptual math skills. Scholars review and examine key topics such as basic equations, angles, lines, planes, and geometric relationships through a hands-on, problem solving approach to instruction. *(Prerequisite: 10th grade standing, teacher recommendation and assessment data).*

Mathematics Lab I

0.5-1.0 credit

Math seminar is designed to be a second math class where scholars who struggle with math get additional help. Instruction is designed to enrich scholar understanding through pre-teaching and reviewing concepts covered in math class. (*Prerequisite: Teacher recommendation and assessment data*).

Social Studies Department

“Study the past to define the future.” - Confucius

Philosophy

The specific objectives of the department are to develop an appreciation for and understanding of the diverse racial, religious, and ethnic backgrounds that characterize both the national and international scenes and to encourage a sense of responsibility in making rational decisions compatible with the values of a democratic society. Through the History curriculum, scholars will be able to think critically; analyze a variety of documents; write expository, persuasive, and narrative essays using specific factual evidence; and further express their ideas and opinions in an academic setting through debate, discussions, questioning, technology, and visual and artistic means.

World History I

1.0 credit

In the 9th Grade World History I course, scholars study world history and cultures during the Middle Ages and early modern times through the thematic lenses of world religions, social and political organization, cultural renaissance, and economic globalization. Scholars examine diverse cultures, geography, economics, political processes, and religious ethics. Scholars explore historical development by analyzing trends of people, places, and patterns of life from the Middle Ages until 1700 CE. This course also requires scholars to increase their historical and geographical knowledge, which is imperative for global prowess, unified citizenship, critical thinking, and problem-solving skills required in academic, civic, and social settings. (*Prerequisite: None*)

World History II

1.0 credit

This 10th grade course is part two of the World History curriculum and focuses on the sequence of important events and dates from the second half of the 19th century through the turn of the millennium, recognizing that chronology is important for a scholar's understanding of recent history. Scholars examine industrialization and imperialism and their effects on global power dynamics around the world. Scholars study the various forms of nationalism and militarism that rose out of imperialism to create the global power struggles responsible for the world wars. Scholars will study the Cold War as well as the many struggles for independence and democracy that occurred around the world during the second half of the 20th century, such as the end of British colonialism in India and the defeat of apartheid in South Africa. The course will end with a study and discussion of contemporary events. (*Prerequisite: None*)

US History

1.0 credit

The 11th grade United States History course is designed to take scholars on a journey through history. While on this journey, they will gain understanding of the historical, political, geographic, economic, and multicultural aspects of United States history. Scholars will be challenged to make connections between different time periods, peoples, and events. This will help them to understand the cause and effect relationships that have impacted the development of the United States. Any journey requires strength and determination. Scholars will be pushed to think critically, listen attentively, speak articulately, read comprehensively, and write fluently throughout the course. (*Prerequisite: None*)

AP US History***1.25 credit**

The AP program in United States History is designed to provide scholars with the analytical skills and factual knowledge necessary to critically analyze the history of the United States. This class will prepare scholars for college courses by making demands upon them equivalent to those made by a full-year introductory college course. Scholars will learn to assess historical materials based on their relevance to a given interpretive problem, their reliability, and their importance and to weigh the evidence and interpretations presented in historical scholarship. This AP course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reason and evidence clearly and persuasively in essay format. *(Prerequisite: Must have met the Advanced Placement eligibility process)*

Government**0.5 credit**

This course is designed to show scholars how the world works and, more specifically, how the United States factors into the workings of our world. To help them be successful, this course is designed to enhance scholars' knowledge of the US government and to further develop their abilities to think critically, analyze information and form/communicate educated opinions. Throughout the course, scholars are asked to analyze the foundations of our government and the history of its development and then assess current situations. With that information, scholars determine how successful we have been at meeting the founders' goals for our nation and what role they can play in the future as citizens of this country. *(Prerequisite: None)*

AP US Government & Politics***1.25 credit**

This first-year college-level government course is designed to give scholars an analytical perspective on government and politics in the United States. It will prepare scholars for college courses by making demands upon them equivalent to those made by a full-year introductory college course. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It will also focus on the various institutions, groups, beliefs and ideas that constitute U.S. politics. *(Prerequisite: Must have met the Advanced Placement eligibility process)*

DC History**0.5 credit**

This course will introduce scholars to the history and people of Washington DC, from its founding through the present. Major themes of the course will include the development of the neighborhoods of Washington DC and their significance in local, regional, and national events, the unique relationship between the local and national governments, the ways in which education and educational institutions have shaped Washington, DC, and the distinctive influence that African-American history and culture has had on Washington, DC. *(Prerequisite: None)*

Online Credit Recovery – History

The following courses are available for scholars needing to recover credits. Participation in these courses are subject to students meeting the eligibility requirements of our Credit Recovery Policy.

World History 1 & World History 2 Online Credit Recovery (Keystone School)**1.0 credit**

- Part A - This course is a survey of world history from prehistoric to Medieval Civilizations. Specific topics include: ancient Near East; Nile Civilizations; ancient India and China; Classical Greece; Rome; the Americas; African Kingdoms; Medieval Europe and Christianity.
- Part B - This course is a survey of world history from the Renaissance to the current historical era. Specific topics include: Renaissance and Reformation; the Enlightenment; new Asian Empires; nationalism and imperialism; World War I, World War II, contemporary affairs.

(Prerequisite: Must have approval for Credit Recovery, per the policy).

World History to the Renaissance (Apex Learning)**1.0 credit**

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. *(Prerequisite: Must have approval for Credit Recovery, per the policy).*

Modern World History from 1600

1.0 credit

In Modern World History from 1600, students study the major turning points that shaped the modern world including the Enlightenment, industrialization, imperialism, nationalism, political revolutions, the world wars, the Cold War, decolonization, and globalization. By presenting content from multiple perspectives and through diverse primary and secondary source materials, this course provides students with a solid foundation in the history of the modern era and prepares students to be active and informed citizens of the world. *(Prerequisite: Must have approval for Credit Recovery, per the policy).*

American History Online Credit Recovery (Keystone School)

1.0 credit

This course is a survey of American history from the pre-Columbian Era through the Civil War. During this course, students will examine the political, economic, and social development of the United States from the formation of the land bridge through the causes that led the nation to engage in a volatile civil war. The content will also focus on the origins of the nation’s democratic principles and continue through present day domestic and foreign issues that affect American society. There will be a particular emphasis on the individuals and groups that have not only been impacted by the nation’s development but those who have made contributions as well.

- Part A - Topics include: emerging civilizations; colonization; the American Revolution; building a new government; settling the western frontier; the Civil War.
- Part B - Topics include: Reconstruction; big business and the Gilded Age; World War I; Prohibition; the Great Depression; World War II; the Cold War; the Sixties Movement; Watergate; Seventies and Eighties Foreign and Domestic Policy.

(Prerequisite: Must have approval for Credit Recovery, per the policy).

American Government Online Credit Recovery (Keystone School)

1.0 credit

This course is offered as a **single semester (60 hour)** course only and does not include a Part B.

This course includes the study of the historical backgrounds, governing principles, and institutions of the government of the United States. The focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Topics include: an introduction to American Government including the structure and principles of the constitution; the Legislative, Executive and Judicial Branches; civil law; participation in political parties, nominations, campaigns and elections; economics and international relations; the budget making process; and foreign policy. *(Prerequisite: Must have approval for Credit Recovery, per the policy).*

Social Studies Electives

Scholars enrolled in these classes are used as support classes and can be used as an elective to fulfil elective requirements. These courses do not fulfill the core course requirements.

African American History

0.5 credit

This course will explore various themes within the history of African Americans through an ongoing and engaging scholar-driven TV broadcast project-based assignment and assessment. Scholars will explore a new theme each month and will create news stories that will be recorded and shared with the school community. The themes for this course include: African Oral Tradition & Literature, African Science & Spirituality, Politics & Leadership, and Black Arts. Each week scholars will get a mix of current event analysis, traditional lecture with note-taking, technology integration as well as collaborative and self-guided historical explorations through field trips, guest speakers and online/library research. The goal of the course is to expose scholars to the complex history of African Americans in the diaspora as well as for them to gain important investigative, writing, speaking and collaboration skills through the ongoing media arts project. *(Prerequisite: None)*

Constitutional Law***1.0 credit**

Constitutional Law is a yearlong course taught by law scholars from the Marshall-Brennan Constitutional Literacy Project, which is operated by American University Law School and includes cooperating scholars from Howard University Law School. The course covers constitutional rights and responsibilities in the context of schools and scholars, including: freedom of speech and press; religious freedom and separation of church and state; the standard for searches and seizures; equality rights based on race and gender; school discipline and due process; and privacy. The importance of voting and civic participation is also a key focus. Scholars learn to read Supreme Court cases through excerpted versions in a casebook entitled "We the Scholars," now in its 3rd edition. They learn to understand how courts work and how judges analyze issues. An important component of the course is a moot court in which scholars are taught to give oral legal arguments in a hypothetical case, as if they were arguing in a court of appeals; this emphasizes the ability to analyze issues, to answer questions while drawing on the facts and cases they have learned, to articulate on their feet, and to advocate for a position while at the same time showing respect to the authority of the judges. *(Prerequisite: None)*

Psychology***0.5 credit**

This course is designed to explore the study of human behavior. As an introduction to the field of psychology, this course includes consideration of psychological principles, terminology, major theories, careers, methods of experimentation, and practical applications. Special topics include personality development, problem-solving, group dynamics, and motivation. Scholars will learn about the complex needs and challenging environments of underserved communities that require the services of public psychology. The course will assist scholars in exploring advocacy efforts in local and national communities. *(Prerequisite: none)*

AP Psychology***1.0 credit**

AP Psychology course is designed to introduce scholars to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Scholars are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. *(Prerequisite: Must have met the Advanced Placement eligibility process)*

Sociology***0.5 credit**

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Over time, patterns of interaction become embedded in the structure of society. Scholars will investigate and seek to understand the structure of groups, organizations, and societies and how people interact within these contexts. This course will cover four main domains of sociology, as defined by the American Sociological Association: The Sociological Perspective and Methods of Inquiry, Social Structure - Culture, Institutions, and Society, Social Relationships - Self, Groups, and Socialization, and Stratification and Inequality. *(Prerequisite: None)*

Science Department

“Equipped with his five senses, man explores the universe around him and calls the adventure Science.” -
Edwin Powell Hubble

Philosophy

The PIHS science faculty will equip all scholars with an understanding of the natural world in order to be responsible citizens in a high-tech society. We will ensure that scholars will develop critical thinking skills through active engagement in inquiry-based science. The science department strongly supports exposing children to off-campus learning and other exploratory experiences. As a faculty, we are committed to creating a safe scholar-centered learning environment for all scholars to achieve.

Biology

1.0 credit

Biology is intended to introduce scholars to concepts of modern biology through laboratory experiences and two major domains: skills and processes of science and concepts of biology. This course will focus on such topics as biochemistry, cytology, genetics, human anatomy and physiology, evolution, biodiversity, and ecology. The successful completion of this course will develop the understanding of concepts through critical thinking, science inquiry, applications of science and technology. Every year, scholars experience comparative anatomy through animal dissections. *(Prerequisite: 9th grade standing, 8th graders enrolled in Biology are selected based on overall 7th grade math course performance)*

Chemistry

1.0 credit

The chemistry course is a lab-based introduction to the study of the properties and changes in matter. Topics include matter, energy, atomic structure, periodic table, bonding, chemical reactions, chemical equations, and quantitative relationships. All topics will be presented conceptually, mathematically, and experimentally. The course will focus on real-world science applications, requiring scholars to apply mathematics and problem-solving strategies. *(Prerequisite: None)*

Anatomy & Physiology

1.0 credit

Anatomy and Physiology is dedicated to the structure and function of the human body. During this course scholars will take an in-depth look at how body systems are designed to work independently and dependently. Scholars will cover topics such as homeostasis, tissue and cell organization, and organs and organ systems. The class will be conducted as a series of lectures, class discussions, case studies, small group work, and lab activities. *(Prerequisite: None)*

Physics

1.0 credit

This course covers the four major areas of classical physics: mechanics, electricity & magnetism; waves & optics; and thermal physics. The course has a large laboratory component, where scholars learn to collect, interpret and present experimental data. Scholars will develop their scientific literacy through reading, writing and talking about physics, and will develop their mathematical skills by solving quantitative physics problems. *(Prerequisite: Students must have successfully completed an Algebra I credit)*

Environmental Science

1.0 credit

This course focuses on environmental challenges of today's world while cultivating scientific critical thinking skills. Scholars study ecosystems, natural resources, and human population growth and apply skills that they have learned from their Biology, Chemistry, and Anatomy and Physiology courses. *(Prerequisite: Biology & Chemistry)*

Online Credit Recovery - Science

The following courses are available for scholars needing to recover credits. Participation in these courses are subject to students meeting the eligibility requirements of our Credit Recovery Policy.

Biology Online Credit Recovery (Keystone School)

1.0 credit

This course is an introduction to biology and the process of scientific inquiry and thinking.

- Part A - Topics include: biological principles; photosynthesis; cellular structure; genetics; and evolution.
- Part B - Topics include: ecology and ecosystems; microorganisms; plants; animals; human biology; and populations.

(Prerequisite: Must have approval for Credit Recovery, per the policy).

Biology (Fuel Education)

1.0 credit

This credit recovery course is an introduction to biology, which is the branch of knowledge that deals with living organisms and vital processes. In Biology, students learn about the processes of scientific inquiry (the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work). They also learn about the fundamental principles of living organisms, including physical and chemical properties of life, cellular organization and function, and the transfer of energy. The course also addresses cellular reproduction, the classification of living things, and the six kingdoms of life. Students explore ecology and ecosystems and conclude the course with a unit on human biology and populations. *(Prerequisite: Must have approval for Credit Recovery, per the policy).*

Chemistry Online Credit Recovery (Keystone School)

1.0 credit

This course adheres closely to standards for the teaching of chemistry. It emphasizes the mathematical, theoretical, and experimental basis of modern chemistry. Emphasis is placed on the use of theoretical and mathematical concepts to explain and predict chemical behavior. This course has been specifically built with the credit recovery student in mind. The course content has been appropriately grouped into smaller topics to increase retention and expand opportunities for assessment.

- Part A - Topics include: an introduction to chemistry; chemistry all around us; atomic structure; as well as the periodic table.
- Part B - Topics include: Elements form compounds; chemical reactions; water and solution chemistry; chemical thermodynamics and equilibrium; as well as nuclear chemistry.

(Prerequisite: Must have approval for Credit Recovery, per the policy).

Chemistry (Fuel Education)

1.0 credit

In this course, students investigate chemical concepts in the physical world: atomic structure, the Periodic Table, chemical reactions, solubility, states of matter, and nuclear chemistry. Students engage in learning through multimedia activities, enhancing the information through contextual presentations. Post-topic quizzes are presented with each topic of content. Audio readings are included with every portion of content, allowing auditory learners the opportunity to engage with the course. *(Prerequisite: Must have approval for Credit Recovery, per the policy).*

Physics (Apex Learning)

1.0 credit

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. *(Prerequisite: Must have approval for Credit Recovery, per the policy).*

Environmental Science (Apex Learning)

1.0 credit

Environmental Science explores the biological, physical, and sociological principles related to the environment in which organisms live on Earth, the biosphere. Course topics include natural systems on Earth, biogeochemical cycles, the nature of matter and energy, the flow of matter and energy through living systems, populations, communities, ecosystems, ecological pyramids, renewable and non-renewable natural resources, land use, biodiversity, pollution, conservation, sustainability, and human impacts on the environment. *(Prerequisite: Must have approval for Credit Recovery, per the policy).*

Science Electives

Scholars enrolled in these classes are used as support classes and can be used as an elective to fulfill elective requirements. These courses do not fulfill the core course requirements.

Robotics

0.5 credits

This science course challenges students to construct a robot. Students will demonstrate an understanding of components, interpreting diagrammatic, mechanical, and electrical systems and programming a computer to simulate specific robot functions.

World Languages Department

“Knowledge of languages is the doorway to wisdom.”

Philosophy

The World Languages Department strives to prepare scholars for success in language in college and beyond. The department employs a combination of direct grammar and vocabulary instruction and authentic practice to prepare scholars to communicate in real world settings. The Spanish department incorporates lessons on Spanish-speaking cultures to give scholars a context in which to understand their language skills.

Studying a foreign language increases scholars’ global awareness, knowledge of their own language, and career opportunities. The department believes that all scholars will succeed in Spanish with active class participation, daily independent study, and regular practice in grammar, reading, writing, speaking, and listening.

Spanish I

1.0 credit

Spanish I is a rigorous course that will prepare scholars to succeed in Spanish II and III and at the college level. Spanish I will also prepare scholars to interact with Spanish speakers in everyday situations. Scholars will acquire reading, writing, listening, and speaking skills through units centered around real life issues and themes. The course has a strong cultural focus and includes regular lessons on Spanish speaking cultures. *(Prerequisite: None for High School; 8th grade students were selected for Spanish I based on the following criteria: overall 7th grade ELA course performance, MAP assessment scores, and course assessment performance.)*

Spanish II

1.0 credit

Spanish II is the bridge between Spanish I and Spanish III. Spanish II scholars will review Spanish I material in addition to learning more complex grammatical topics and vocabulary to grow in the areas of reading, writing, listening, and speaking. Grammar topics will include the preterit, imperfect, present perfect, and future tenses. Focus will also be given to the culture of Spanish speaking countries. *(Prerequisite: Spanish I)*

Spanish III**1.0 credit**

Scholars at this level will be expected to enhance the four language skills of reading, writing, listening, and speaking. This class will introduce the subjunctive mood, compound tenses, prepositions, and basic conversational skills. Speaking the language is greatly stressed at this level. Scholars will also be exposed to cultural and literary readings. *(Prerequisite: Spanish I & Spanish II, or high level of native speaking)*

Spanish IV**1.0 credit**

The goals of Spanish IV are to strengthen the language skills acquired in the previous three years of study. Scholars will be taught to write or speak spontaneously on different topics. Authentic sources will be used to increase vocabulary and language skills. In depth grammar study will include a review of verb tenses and grammar topics covered in previous levels of Spanish. *(Prerequisite: Spanish I, Spanish II, Spanish III)*

Spanish for Native Speakers I**1.0 credit**

The Spanish Language is taught through the writings of the great masters of Hispano-American literature. The students read, analyze, and discuss poetry and short stories, grasping differences in style and form. Like linguistic apprentices, the students learn from the creations of the masters. They memorize and recite the cadence and words of the great poets and from these examples; they learn to produce their own creative works – at the feet of the masters, so to speak. Along the journey, the students learn to think and to gain an appreciation of the Spanish language, its sounds, its possibilities - and they learn to develop those possibilities for themselves. *(Prerequisite: Students are required to be native speakers of Spanish, or have native-like knowledge).*

Spanish for Native Speakers II**1.0 credit**

Learners refine their Spanish proficiency across three communicative modes: interpersonal (interactive communication); interpretive (receptive communication), and presentational (productive communication). Learners continue to learn how to function in real-life situations by using complex language structures and expanded vocabulary, idiomatic expressions, and colloquialisms in the context of everyday interactions and social relationships. Learners deepen their understanding of the world around them as they study the principal theme of our world (nuestro mundo) and the following subthemes: our identity, our past time, our heritage, and our artistic world (nuestra identidad, nuestro ocio, nuestra herencia y nuestro mundo creativo). Learners explore the cultures of targeted regions of Spanish-speaking countries *(Prerequisite: Students are required to be native speakers of Spanish, or Spanish for Native Speakers II).*

AP Spanish Language***1.0 credit**

The AP Spanish Language course helps to prepare scholars to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century¹ (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level. In addition, all scholar work, practices, projects, participation and assessments are in Spanish. This course prepares scholars for the College Board's AP Spanish Language and Culture Exam. *(Prerequisite: Must have met the Advanced Placement eligibility process)*

AP Spanish Literature***1.0 credit**

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism). *(Prerequisite: Must have met the Advanced Placement eligibility process)*

French I**1.0 credit**

This course emphasizes functional use through activities that involve meaningful language use. Mastery of sounds and intonation patterns is achieved through speaking and intensive conversation practice. Basic grammatical structures are studied and basic functional vocabulary is developed in context. Elementary passages are read for comprehension, and writing is limited basically to the construction of sentences utilizing learned grammar and vocabulary. The history and culture of Francophone countries are studied. *(Prerequisite: 9th grade standing)*

French II**1.0 credit**

This course emphasizes functional use through activities that involve meaningful language use. Reinforces skills developed in French I, with emphasis on more intensive oral and listening practice of sounds and intonation. More complicated grammatical constructions are studied and vocabulary expanded through oral discussions of topical subjects. Reading of simple literary and popular texts is introduced. More is learned about the history and customs of contemporary Francophone cultures. *(Prerequisite: French I)*

French III**1.0 credit**

The French III course is designed to increase scholars' communicative proficiency in listening, speaking, reading and writing while simultaneously expanding their cultural awareness and knowledge. Scholars learn and use more sophisticated vocabulary, complex grammatical structures and verb tenses and moods. Instruction of grammar, culture and vocabulary is done in the target language at this level. In level III scholars develop the ability to use the language not only for daily life situations but also to read, discuss, analyze, debate and give opinions on more sophisticated topics such as current events, historical events, controversial issues, literature and technical topics. More emphasis is placed on form as well as content and structure as scholars are guided to write well-organized and coherent essays. *(Prerequisite: French II)*

Online Credit Recovery – World Languages

The following courses are available for scholars needing to recover credits. Participation in these courses are subject to students meeting the eligibility requirements of our Credit Recovery Policy.

Spanish I (Fuel Education)**1.0 credit**

This credit recovery course provides students with instruction in the basics of learning the language of Spanish. Content includes topics such as greetings, time, dates, colors, clothing, numbers, weather, family, houses, sports, food and drink, and school. The course also introduces basic and stem-changing verbs and their formation and use in the present tense. Students also learn about interrogatives, question formation, and adjectives and their form and use, in addition to possessives, prepositions, and other grammatical structures. Finally, students become acquainted with the Spanish-speaking countries of the world and their cultures, and they learn practical information such as restaurant vocabulary and expressions of invitation. *(Prerequisite: Must have approval for Credit Recovery, per the policy).*

Spanish II (Fuel Education)**1.0 credit**

Students continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning; understand common vocabulary terms and phrases; use a wide range of grammar patterns in their speaking and writing; participate in conversations and respond appropriately to conversational prompts; analyze and compare cultural practices, products, and perspectives of various Spanish speaking countries; and take frequent assessments by which their language progression can be monitored. By Semester 2, the course is conducted almost entirely in Spanish.

Spanish II (Apex Learning)**1.0 credit**

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. *(Prerequisite: Must have approval for Credit Recovery, per the policy).*

French I (Fuel Education)**1.0 credit**

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

French II (Fuel Education)**1.0 credit**

Students continue their study of French by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also are able to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning; understand common vocabulary terms and phrases; use a wide range of grammar patterns in their speaking and writing; participate in conversations and respond appropriately to conversational prompts; analyze and compare cultural practices, products, and perspectives of various French-speaking countries; and take frequent assessments where their language progression can be monitored. By the second semester, the course is conducted almost entirely in French.

French I (Apex Learning)**1.0 credit**

Balanced between the thematic and communicative approaches to learning language, 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.

French II (Apex Learning)**1.0 credit**

Building on French I concepts, French II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives — both in formal and informal address. Balanced between the thematic and communicative approaches to learning language, 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 verb conjugations and uses in the present tense, past tense, and imperative and conditional moods, as well as direct and indirect objects and personal, possessive, and relative pronouns. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. To further connect to French culture and people, students are encouraged to view supplementary materials on the Web or to consult community resources or other media.

Health & Physical Education Department

“If you don’t do what’s best for your body, you are the one that comes up short. –Julius Erving

Philosophy

The mission of the Department of Physical Education is to provide a variety of physical activities, which will enable scholars to develop physically, mentally, emotionally, and socially while in school. Additionally, the faculty strives to equip scholars with the knowledge and skills required to fully appreciate a lifetime of recreational and/or fitness related activities.

***The courses listed below will contribute towards the PE/Health requirement or the elective requirement. The courses do not have any pre-requisites.**

Please also reference the [Dance courses](#) as some courses qualify as Physical Education credits, as noted in the course descriptions.

Health Education I

0.5 – 1.0 credit

In this course, scholars will understand concepts related to health promotion and disease prevention to enhance health. Scholars will become health-literate individuals who will be able to comprehend concepts of health promotion and disease prevention, including how their bodies function, ways to prevent disease and other health problems, and how their behavior influences their health status. We will cover the following categories of risk behavior: mental health, tobacco use, abstinence and sexual behaviors that result in S.T.D. and HIV, nutrition, alcohol and other drug use, and physical activity. *(Prerequisite: None)*

Physical Education I

0.5 – 1.0 credit

The course emphasizes enjoyable participation in physical activities that help all scholars develop the knowledge, attitude, emotional skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. Scholars will participate in units from the following categories: recreational team sports, individual/lifetime activities, leisure activities, team building and cooperative learning activities, competitive team sports, and physical fitness testing. *(Prerequisite: 9th grade standing)*

Physical Education II

0.5 – 1.0 credit

This course will focus on developing more proficient movement skills in team sports, as well as on personal fitness at more complex levels. The course will include both physical and written assignments. *(Prerequisite: 10th grade standing)*

Weight Training

0.5 credit

Weight Training is a class that allows scholars to learn and apply weight training principles with an individualized approach and a flexible schedule. Scholars will learn to design and implement a weight training program tailored to their own fitness goals. Additional course requirements include: a pre- and post-fitness assessment and completion of a training log. *(Prerequisite: None)*

Online Credit Recovery – Health/PE

The following courses are available for scholars needing to recover credits. Participation in these courses are subject to students meeting the eligibility requirements of our Credit Recovery Policy.

Health Online Credit Recovery (Keystone School)

0.5 credit

*This course is offered as a **single semester (60 hours)** course only and does not include a Part B. This course is designed as a survey course in personal health, and will provide the student with information that will enable him or her to live a more productive and healthy life today and in the future. Emphasis will be on making healthy personal decisions and in retrieving the information necessary to make healthy choices. Topics include: An introduction to healthful living; mental health; human sexuality; disease: infectious and non-infectious; nutrition; consumer health resources; first aid and CPR; and alcohol and drug abuse. (Prerequisite: Must have approval for Credit Recovery, per the policy).*

Health (Fuel Education)

0.5 credit

This one-semester credit recovery course provides students with information that will help them live a more healthy and productive life. The emphasis is on making healthy personal decisions and in getting the information needed to make those choices. The course addresses both mental and physical health. Students learn about nutrition, including food guidelines and types of food; eating disorders are also covered. Students learn about first aid and CPR, substance abuse, and human sexuality. The course also covers consumer health resources, including government resources, nonprofit resources, and health insurance. Students learn how technology is influencing health care, and they examine the benefits of frequent physical exercise. (Prerequisite: Must have approval for Credit Recovery, per the policy).

Physical Education Online Credit Recovery (Keystone School)

0.5 credit

*This course is offered as a **single semester (60 hours)** course only and does not include a Part B. This course covers the essential principles for students to live a healthy, active lifestyle, and exposes them to many activities they can incorporate into their daily lives now and in the future. Students will test their own physical abilities, learn how to measure their performance, set goals, and make performance improvements. Activities that will be explored include general health activities, dance, team sports, and safe exercise with additional exposure to lifelong activities. (Prerequisite: Must have approval for Credit Recovery, per the policy).*

Physical Education (Fuel Education)

0.5 credit

This one-semester credit recovery course provides students with information that will help them live a more healthy and productive life. The emphasis is on making healthy personal decisions and in getting the information needed to make those choices. The course addresses both mental and physical health. Students learn about nutrition, including food guidelines and types of food; eating disorders are also covered. Students learn about first aid and CPR, substance abuse, and human sexuality. The course also covers consumer health resources, including government resources, nonprofit resources, and health insurance. Students learn how technology is influencing health care, and they examine the benefits of frequent physical exercise. (Prerequisite: Must have approval for Credit Recovery, per the policy).

Fine Arts Department

“Art Leaves No Child Behind”

Philosophy

Fine arts & technology will appeal to the emotional, spiritual, and physical nature of our scholars. Remaining knowledgeable with the latest technologies and participation in fine arts experiences will strengthen and provide for aesthetic learning.

Music

Courses taken will satisfy the music requirement or contribute towards the elective requirements.

African Drumming 9

0.5 credit

African Drumming 9 is a hand drumming course that explores rhythmic motives derived from different cultures rich in percussive music. The concept of poly-rhythms and rhythm stacking through African, Latin, and Caribbean music will all be examined and practiced through note memorization. Scholars will perform on various hand drum instruments of varying style and ethnic backgrounds. Rhythmic content will progress from the easy to medium level. Scholars will perform as a group and individually during class time. No musical background is required for this course. (*Prerequisite: 9th grade standing*).

African Drumming 10

0.5 credit

African Drumming 10 is an intermediate hand drumming course that further develops scholar skill in performing African, Latin, and Caribbean music through note memorization. Scholars will perform on various hand drum instruments of varying style and ethnic backgrounds. Rhythmic content will progress from the medium to advanced level. Scholars will perform as a group and individually during class time. No musical background is required for this course. (*Prerequisite: 10th grade standing*).

African Drumming 11/12

0.5 credit

African Drumming 11/12 is an advanced hand drumming course that further develops rhythmic motives of drumming cultures. The concept of poly-rhythms and rhythm stacking through African, Latin, and Caribbean music will all be examined and practiced through note memorization. Scholars will perform on various hand drum instruments of varying style and ethnic backgrounds. Rhythmic content will progress from the medium to advanced level. Scholars will perform as a group and individually during class time. (*Prerequisite: 11th grade standing*).

Vocal Performance (formerly Chorus)

0.5 credit

This semester long course offers the core curriculum of a deeper exploration of vocal technique, music theory, and music history through the study of a wide variety of choral music written for student voices. Chorus students will learn to use their vocal instrument to create a correct and pleasing singing sound. Chorus also offers opportunities for students to develop team building and leadership skills. This is a performance-based class. (*Prerequisite: None*).

Introduction to Music Composition

0.5 credit

This course is designed to expose scholars to the basics of musicianship, theory, and musical materials. Focus will be given to understanding melody, rhythm, and musical analysis. Scholars will learn to read and write music. Last, scholars will be exposed to basic performance skills in voice or an instrument. (*Prerequisite: 9th grade standing*)

Vocal Music 9**0.5 credit**

Vocal Music 9 is a fundamental course designed to introduce scholar singers to basic sight reading and choir performance. Special attention is given to the development of each scholar's voice as well as music theory, music history, and sight singing. Scholars perform as a group, singing music from a variety of cultures. No musical background is required for this course. *(Prerequisite: 9th grade standing)*

Vocal Music 10**0.5 credit**

Vocal Music 10 is a beginner-to-intermediate level course designed to develop scholar singers in sight singing and performance. Special attention is given to the development of each scholar's voice as well as music theory, music history, and sight singing. Scholars perform as a group, singing music from a variety of cultures. No musical background is required for this course. *(Prerequisite: 10th grade standing)*

Vocal Music 11/12**0.5 credit**

Vocal Music 9 is an intermediate-to-advanced level course designed to further develop scholar singers in sight reading and choir performance. Special attention is given to the development of each scholar's voice as well as music theory, music history, and sight singing. Scholars perform as a group, singing music from a variety of cultures. No musical background is required for this course. *(Prerequisite: 11th grade standing)*

World Drumming**0.5 credit**

World Drumming is a hand drumming course that explores rhythmic motives derived from different cultures rich in percussive music. The concept of poly-rhythms and rhythm stacking through African, Latin, and Caribbean music will all be examined and practiced through the use of music reading as well as by note memorization. Students will perform on various hand drum instruments in addition to traditional percussion drums. Rhythmic content will progress from the easy to medium level. Topics will include music reading skills, technique, and general musicality. Students will perform as a group and individually during class time and school performances. *(Prerequisite: None)*

Music Production**0.5 credit**

Music Production will provide hands-on study of recording studio and DJ'ing techniques and aesthetics. Students will create original studio work while developing listening and technical skills for audio production. Technical topics include digital and analog audio technology, acoustics, microphone technique, signal processing and mixing using professional audio software. In reference to DJ'ing students will receive knowledge and experience using modern professional DJ equipment. Students will work towards completing a final project related to their area of expertise. *(Prerequisite: None)*

Art

Courses taken will satisfy the art requirement or contribute to the elective requirements.

World Art (formerly Art 9)**0.5– 1.0 credit**

World Art is a foundation course designed to introduce scholars to: the language of art, the examination of works from selected artists, basic technical skills for creating 2D and 3D works of art, self-expression, visualization and presentation, and cultural diversity in the arts. Scholars will cover the basics of the Elements and Principles of Art and Design (color, line, value, shape, form, texture, space, etc.) and will explore various mediums and techniques such as watercolor, acrylics, pencil, and relief printmaking. Scholars will also have the opportunity to engage artistically through a global artistic lens and an interdisciplinary approach to visual art. Scholars will build upon their artistic vocabulary by evaluating different genres of art. *(Prerequisite: none)*

Art 9/10**0.5 credit**

Scholars will have the opportunity to explore a wide range of media, techniques, and approaches to the visual arts. The class will begin with various studies on the elements and principles of art and then move into more detailed concepts. Scholars will be exposed to drawing, painting, sculpture, printmaking, 3D design, lettering, and

computer-generated art. The vast majority of class time will be spent completing projects with lectures and demonstrations at the beginning of each unit. *(Prerequisite: 9th grade standing)*

Art 10

0.5 credit

Art 10 is an intermediate art class for scholars. Scholars will have the opportunity to engage artistically through a global artistic lens and an interdisciplinary approach to visual art. Scholars will examine how art is connected around the world and will interact with various disciplines of painting and drawing using the styles of Analytical and Synthetic Cubism. Scholars will also develop an awareness of the rich art culture of Cuba. *(Prerequisite: 10th grade standing)*

Art 11/12

0.5 credit

Art 11/12 is an intermediate to advanced art class for scholars. Scholars will have the opportunity to engage artistically through a global artistic lens and an interdisciplinary approach to visual art. Scholars will expand their artistic intentions as they develop an awareness of Photo Journalism, Political Art and Global Art. This course will allow scholars to engage in domestic and international political and environmental issues through an artists' viewpoint. Scholars will create art to bring awareness to these issues around the world in order to evoke global collaboration and begin a call for change. *(Prerequisite: 11th grade standing)*

Introduction to Art

0.5 – 1.0 credit

This foundational course designed to introduce scholars to: the language of art, the examination of works from selected artists, basic technical skills for creating 2D and 3D works of art, self-expression, visualization and presentation, and cultural diversity in the arts. Scholars will cover the basics of the Elements and Principles of Art and Design (color, line, value, shape, form, texture, space, etc.) and will explore various mediums and techniques such as watercolor, acrylics, pencil, and relief printmaking. Scholars will also have the opportunity to engage artistically through a global artistic lens and an interdisciplinary approach to visual art. Scholars will build upon their artistic vocabulary by evaluating different genres of art. *(Prerequisite: None)*

Advanced Art

0.5 credit

Scholars may enroll in the course by teacher recommendation only. This course is designed to provide an advanced-level multi-media approach to visual arts and may include independent studio projects. Scholars will develop a portfolio that will be created by incorporating various Art Themes and Global Awareness Themes. Scholars will piece together a collection of work that represents their "Voice" as an artist on these categories. *(Prerequisite: Teacher recommendation)*

Art in Context

0.5– 1.0 credit

In this course scholars will learn about the manifestations of art in their everyday life. Scholars will investigate the role art plays in culture and identity building. Scholars will also create various types of art to beautify their school, community and home. This course may fulfill the art graduation requirement. *(Prerequisite: None)*

AP Drawing (formerly AP Art)*

1.0 credit

The AP Drawing course consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding scholars to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Scholars' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Scholars may choose to submit any or all the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. *(Prerequisite: Teacher recommendation. Must have met the Advanced Placement eligibility process).*

Dance

Courses taken will satisfy the art requirement or contribute to the elective requirements. Some courses also count as **Physical Education credits**, as noted in their course description.

Dance

0.5 credit

Scholars will explore various types dance. Scholars will explore various aspects of ballet, contemporary dance, jazz dance and other arts careers. Evaluation will be made through multiple modes including performance, test, and notebook or materials check. Public performances of dance and/or theater may be presented during the school year. **This course also counts as a Physical Education credit.** (Prerequisite: High School standing)

African Dance & Improv

0.5 credit

Few people in the West know much about Traditional African Music and Dance or are aware that it possesses precise rules and codified movements. Traditional African Dance is an essential element of Africa's cultural heritage because it is the living expression of its philosophy and the living memory of its evolution and cultural wealth over the centuries. In this course, specific and required skill sets and techniques in African dance are introduced, nurtured, instilled, and developed. Scholars also explore basic characterization of the actor. **This course also counts as a Physical Education credit.** (Prerequisite: 9th grade standing)

Ballet & Improv

0.5 credit

Scholars explore various aspects of ballet dance and character development. Evaluation will be made through multiple modes including performance, test, and notebook or materials check. Public performances of dance and/or theater may be presented during the school year. **This course also counts as a Physical Education credit.** (Prerequisite: 10th grade standing)

Hip Hop & Improv

0.5 credit

Scholars explore contemporary dance and the technical aspects of theater production. Scholar dancers focus on building stamina, improving strength and flexibility, body conditioning, and rhythm isolations. **This course also counts as a Physical Education credit.** (Prerequisite: 11th grade standing)

Theater Production*

0.5 credit

This course introduces and explores theater from page to stage as a live performing art. Topics include the relationship between theater and society (historical and contemporary), dramatic structure, theatrical representation, and the crafts of theater artists such as directors, designers, playwrights, and actors. We will also engage with live performances and video archives of past performances. (Prerequisite: none)

Paul Dancers

0.5-1.0 credit

An extension of the afterschool dance program. Scholars master the technical components and artistry of a variety of dance forms. **This course also counts as a Physical Education credit.** (Prerequisite: Teacher recommendation)

Other Fine Arts Courses

Courses taken will satisfy the art requirement or contribute to the elective requirements.

Acting (formerly Acting 9)

0.5 credit

Scholars will explore their acting, improvisation, writing, directing and designing talents in this fun and challenging course. (Prerequisite: None)

Global Citizenship Department

“Intelligence plus character-that is the true goal of education” –Dr. Martin Luther King, Jr.

Global Studies

Courses taken will contribute to the Paul Public Charter School’s Global Citizenship Studies’ elective requirement. The Global Studies department is the heart of our International Program. The program includes the study of global issues, cultures, economics, politics, technology, and more. The faculty strives to teach our scholars to investigate, understand multiple perspectives, communicate ideas, and take action. The goal of the department is to create globally competent scholars who are college and career ready. After four years of study, Paul scholars will demonstrate a greater commitment to social justice and a deeper appreciation of our shared humanity

GCS 9: Investigating the World*

1.0 credit

This course exposes scholars to a variety of global issues and high school 21st century skills. Throughout the course, scholars will develop their critical thinking, comprehension and writing skills to investigate the world and potential career opportunities. Scholars will compose a “Country Almanac” as they explore a specific country closely, begin the Coalition College Application, and document their preliminary research. All scholars will be expected to create an individual website that will act as their Global Citizenship Seminar portfolio while in high school where they will add new information they research each year. At the end of the school year, scholars will declare their county, global issue and possible career field they plan to investigate for the remainder of their high school career. Scholars will develop the investigation skills (the Four Global Competencies) and take ownership through scholar choice (SAGE). (Prerequisite: 9th grade standing)

GCS 10: Recognizing Perspectives*

1.0 credit

This course allows scholars to explore global issues and identify the skills necessary to take part in a global economy. More independent study takes place in this course with scholars having monthly conferences with the instructor to review website updates. Scholars will develop their Global Citizenship website and Coalition Application materials. Scholars will choose an ISSN Assessment Shell to show the development of their research, website and will be able to assess their preparedness for postsecondary opportunities. (Prerequisite: 10th grade standing)

GCS11: Internship and Post-Secondary Planning*

1.0 credit

Scholars will explore specific colleges and career fields in effort to generate a preliminary college application list. This course allows scholars to go deeper into topics such as: understanding academic performance required for college entry and success and identifying safety, match, and reach colleges. By the end of this course, each scholar will have completed a job shadow with an external partner and have a complete college application list and college essay. Students will also do SAT/PSAT Prep in this class. (Prerequisite: 11th grade standing)

GCS 12: Global and Collegiate Symposium*

1.0 credit

This course will support scholars in solidifying their postsecondary choices so that they can make the best college match. The teacher will guide scholars through the college application process in a highly individualized and hands-on process. Scholars will also learn, in detail, about the financial aid system and will prepare for the transition to college, exploring topics about accessing campus resources, scheduling classes, and alumni services offered by Paul. This is a full year course in which scholars prepare for post-secondary education and present about the impact of their project

during the Spring Senior Symposium. By the end of the course, scholars' college preparation activities will culminate in a College Signing Day and a portfolio that outlines their college transition plan. Students will also do SAT/ACT Prep in this class. (Prerequisite: 12th grade standing)

GCS12: EL Global and College Symposium*

This EL course teaches students unfamiliar with American culture about the culture of American college. Students will learn information about the college admissions process, how to apply to universities, and how to apply for college financial aid. Students will also engage in work that will build their familiarity with high frequency vocabulary and skills as they prepare for admissions tests. Students will develop a deep understanding of the vocabulary and language structures required for post-secondary work. (Prerequisite: 12th grade standing and as determined by their performance on the Access assessment and grade level standing.)

AP Seminar*

1.0 Credit

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 research based 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. (Prerequisite: Must have met the Advanced Placement eligibility process)

AP Research

1.0 Credit

AP Research, the second course in the AP Capstone experience, 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. (Prerequisite: AP Seminar)

Scholar Government

0.5 credit

Scholar Government is a course that gives scholars a chance to participate and learn how to develop scholar empowerment opportunities at the school. Scholars learn about various roles that are directly and indirectly associated with the US political system. Each scholar will be required to choose a role in scholar government and assist in the preparation for: SGA Elections, SGA Debates & Weekly council meetings. Based on the role chosen by the scholar, they will have a series of tasks and assignments to complete as it relates to their SGA position. Scholars can choose from the following SGA roles: Candidate/Officer, Campaign Manager, Debate/Town Hall Facilitator, Political Correspondent, Political cartoonist, Graphic designer, and Campaign Ad manager. In addition to their involvement in the school's SGA, scholars will also have assignments related to the class's monthly Political newsletter publication. (Prerequisite: None)

Seminar 9*

1.0 credit

Seminar 9 is offered to all 9th grade scholars and supports those scholars in character education, college and career planning, and international studies. The course addresses the challenges that scholars face as they navigate their first year of high school and serves as a springboard for the college and career preparatory program. Scholars are also introduced to international studies by learning about countries and cultures around the world. (Prerequisite: 9th grade standing)

Seminar 10***1.0 credit**

Seminar 10 is offered to all 10th grade scholars and supports those scholars in character education, college and career planning, and international studies. The course focuses on the challenges of selecting a college and a career and guides scholars through the process of planning for their college entrance exams and college applications. Scholars also continue to develop their interest in international studies by learning about countries and cultures around the world. *(Prerequisite: 10th grade standing)*

Seminar 11***1.0 credit**

Seminar 11 is offered to all 11th grade scholars and supports those scholars in character education, college and career planning, and international studies. The course supports 11th graders in exploring college and career options and includes college tours, informational sessions, and college-selection projects. Scholars also continue to develop their interest in international studies by examining an essential topic or issue from their country of choice. *(Prerequisite: 11th grade standing)*

Seminar 12***1.0 credit**

Seminar 12 is offered to all 12th grade scholars and supports those scholars in applying to at least five colleges by the end of their senior year. Scholars work on college essays, discuss their postgraduate plans, and complete college applications with the support of their instructor. *(Prerequisite: 12th grade standing)*

Electives

Additional Electives

Courses taken will contribute to the elective requirement.

21st Century Technology

0.5 credit

Scholars will use computer and software applications including Microsoft Word, Excel, Power Point, the internet, and email to prepare documents and reports. The impact of computers on society and ethical issues will be presented. *(Prerequisite: None)*

Business Studies (formerly Entrepreneurship (NFTE))*

0.5 credit

This course incorporates the National Foundation for Teaching Entrepreneurship (NFTE) curriculum. teaches the entrepreneurial mindset (e.g., innovation, self-reliance, comfort with risk) alongside traditional startup skills (e.g., market research, supply and demand, expense management). Scholars create original business plans, either individually or with a partner, and pitch in a competition series for the chance to earn investment and prizes. Upon completion, scholars can take the Certiport Basic Entrepreneurship and Small Business exam which is aligned to the Common Career Technical Core and National Content Standards for Entrepreneurship Education. *(Prerequisite: None)*

Mass Communications*

0.5 credit

This Mass Communications course exposes students to techniques of writing for a newspaper or magazine. Students will study theories and procedures of journalism and examine all aspects of newspaper publication (gathering, writing, editing, displaying the news, and using technology) and other mass media. It will focus on advanced skills such as using the latest technology to produce a high school newspaper. Students will assign and produce all publishing tasks: writing stories, editing copy, designing ads, writing headlines, and making layout designs. This course is recommended for students interested in related careers. *(Prerequisite: None)*

Transition Class 9 A*

0.5 credit

This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It will support students' progress toward their individualized post-secondary goals as identified by the IEP and transition plan. The students will be working on the following skills: **Managing Personal Finances**. It is particularly important for individuals to learn how to manage their money. This knowledge includes using and realizing the value of simple financial records, knowing how to obtain and use bank and credit facilities, and planning for wise expenditures. Computational skills in maintaining a checkbook and budget are also necessary. **Selecting and Managing a Household**. Students must learn how to care properly for a home, its furnishings, and its equipment, particularly since such equipment is expensive to purchase and repair. Maintenance and repair of both interior and exterior home components are emphasized in the curriculum. **Caring for Personal Needs**. Knowledge of grooming and hygiene methods and physical fitness are examples of information an individual must have to take care of personal bodily needs. Lack of competency in these areas creates problems of acceptance and adjustment. *(Prerequisite: None)*

Transition Class 9 B*

0.5 credit

This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It will support students' progress toward their individualized post-secondary goals as identified by the IEP and transition plan. The students will be working on the following skills: **Demonstrating Relationship**

Responsibilities. Students need to understand the components of changing family and friend relationships, providing for the needs of children and adults, and ensuring the safety and health of all family members. **Buying, Preparing, and Consuming Food.** Instruction in planning meals; purchasing, caring for, and storing food; and preparing proper meals is extremely valuable. Learning how to make sound diet choices is an important skill to maintain health. **Buying and Caring for Clothing.** Learning how to purchase appropriate clothing and how to clean, press, and repair clothing should be included in the student's instruction. This increases the durability of clothing, an important budgeting consideration. *(Prerequisite: None)*

Transition Class 10 A*

0.5 credit

This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It will support students' progress toward their individualized post-secondary goals as identified by the IEP and transition plan. The students will be working on the following skills: **Exhibiting Responsible Citizenship.** To become contributing members of the community, students must learn about the laws of the United States, what rights they have, citizen responsibilities, state and local laws, customs, and other pertinent citizenship matters. **Using Recreational Facilities and Engaging in Leisure.** Using opportunities for community activity increase friendship development and self-confidence. Therefore, it is crucial that knowledge of possible leisure activities and resources be made available to all students. **Choosing and Accessing Transportation.** Students need to be able to use intercity and intracity travel resources. They should learn to drive a car, obey the traffic laws, and know the supports that can aid in mobility needs. In this mobile society, it is paramount that an individual be able to get around efficiently for work, leisure, and civic pursuits. *(Prerequisite: None)*

Transition Class 10 B*

0.5 credit

This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It will support students' progress toward their individualized post-secondary goals as identified by the IEP and transition plan. The students will be working on the following skills: **Understanding Self-Determination.** Before students can effectively advocate for needed supports, they must learn to understand the importance of personal responsibility and motivation as constructs, as well as the value of generating choices, anticipating consequences, and effectively communicating their needs. **Being Self-Aware.** Students must learn to understand, accept, and respect their uniqueness as individuals. They must gain an understanding of their abilities, values, and aspirations. Self-awareness involves recognizing the perceptions of self as well as others' perceptions of us. This is an important precursor to each of the subsequent competencies needed for effective self-advocacy and successful interpersonal relationships. **Developing Interpersonal Skills.** Students need to be in an environment that gives them positive reinforcement, motivation, and appropriate conditions for learning and behaving in relationship to others. Exploring their roles as individuals in this society, then learning and practicing appropriate interpersonal behavior, enables students to experience social success in home, work, and community settings. *(Prerequisite: None)*

Transition Class 11 A*

0.5 credit

This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It will support students' progress toward their individualized post-secondary goals as identified by the IEP and transition plan. The students will be working on the following skills: **Communicating With Others.** Students must have the necessary communication skills to express themselves and understand others so that they can interact effectively, both verbally and nonverbally. Expressing one's thoughts assertively and effectively is extremely important in social situations, but it also is an essential skill in exercising self-determination/self-advocacy. **Good Decision Making.** Throughout the developmental years, many children, especially children with

disabilities, have decisions made for them. All children must learn what constitutes a good decision, the steps involved, and the many factors entailed in decision making. *(Prerequisite: None)*

Transition Class 11 B*

0.5 credit

This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It will support students' progress toward their individualized post-secondary goals as identified by the IEP and transition plan. The students will be working on the following skills: **Developing Social Awareness**. There are many youth in our schools who fail to understand modes of appropriate social behavior. Understanding the rights and properties of others as well as their behavioral motivations, recognizing authority roles, and demonstrating appropriate public behavior examples of social awareness dealt with in this unit. **Understanding Disability Rights and Responsibilities**. A general understanding of the "laws of the land," as addressed under Daily Living Skills, is essential to good citizenship. However, understanding the specific rights afforded persons with disabilities is key to identifying and advocating for needed services and supports provided under those rights. *(Prerequisite: None)*

Transition Class 12 A*

0.5 credit

This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It will support students' progress toward their individualized post-secondary goals as identified by the IEP and transition plan. The students will be working on the following skills: **Knowing and Exploring Employment Possibilities**. Many youth have an extremely limited perspective of the world of work. They lack both relevant information and experience. Further, they may have difficulty linking their own interests and values to "good fit" employment options. This often results in job choice that is not sustainable. Therefore, information to fuel informed choice must be made available in a concentrated fashion. **Exploring Employment Choices**. Students must become aware of their specific abilities and aptitudes and how these relate to their future life work. Being able to evaluate those aptitudes and match them to occupational options increases the likelihood of employment success. *(Prerequisite: None)*

Transition Class 12 B*

0.5 credit

This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It will support students' progress toward their individualized post-secondary goals as identified by the IEP and transition plan. The students will be working on the following skills: **Seeking, Securing, and Maintaining Employment**. One of the greatest problems students face is lack of knowledge about how to find, apply for, and maintain employment. Students must learn the strategies to secure employment and know about resources available to help them when they need assistance (e.g., state employment service, vocational rehabilitation, social services, print and online ads). Further, they should understand that employment is not a static situation, in that workplace advancement is possible. **Exhibiting Appropriate Employment Skills**. It is important for students to understand that skill at work tasks is not enough to sustain employment. Demonstrating appropriate work behaviors must also be a part of the workplace experience. Too many students possess a false concept of the characteristics of a good worker and do not develop the type of skills needed to enter the job market. *(Prerequisite: None)*

Introduction to Transition*

0.5 credit

This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It will support students' progress toward their individualized post-secondary goals as identified by the IEP and transition plan. These courses assess students' interests and aptitudes while assisting them to exploring post-secondary options that include college and employment. Students are also provided an opportunity to research a variety of career options based on their individual interests and aptitudes. *(Prerequisite: In accordance with scholar IEP).*

Student Government Association***1 credit**

This Social Studies course enables students to identify issues of concern for themselves and their peers both within their school and their surrounding community. Students will be able to organize themselves under the organizational structure of SGA, to empower themselves to work for change that is in the best interest of themselves and their peers. Students will learn through reflection on their work together how to be resourceful, how to come together for a common purpose, and how to create change. *(Prerequisite: None)*

SAT Prep***0.5-1.0 Credit**

Through a partnership with KAPLAN K12 Learning Service, leading global provider of educational services, Paul scholars are offered SAT Prep to help improve their test readiness and competitiveness for college admissions. The class uses fully turnkey approaches to help all scholars prepare for college entrance exams using materials, online assets, new digital flashcards, tests, reports and instruction. Scholars also receive an individual SAT On Demand license to access web-based lessons, assessments, and reports. *(Prerequisite: 11th grade standing)*

Study Skills***0.5 credit**

This course is designed to help scholars improve their learning effectiveness, attitudes, and motivation. Scholars will understand the usefulness of time management, concentration, note taking skills, textbook study methods, test taking strategies, and critical thinking skills. *(Prerequisite: None)*

Financial Literacy***0.5 credit**

This course is designed to alert, inform, and educate scholars in concepts of personal finance and money management. Scholars will begin to develop the skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. *(Prerequisite: None)*

Student Internship Course***0.5 credit**

The student internship course is a career-focused experience during which students become directly involved in the school as a workplace. This experience provides an opportunity for a student to apply the skills obtained in school to real work situations and to learn additional skills. An internship will also help students to define career goals and identify their strengths and weaknesses as it relates to planning for college and career. *(Prerequisite: Students who participate must have completed all electives courses required by Paul to graduate; students must be in the 12th grade and maintain a GPA of a 3.0.)*

Food Music & Culture of New Orleans**0.5 credit**

This course will examine the food, music, and culture of New Orleans. Scholars will identify and connect the music food and culture to the Creole, Cajun, Afro-Caribbean, French, Spanish, and other influences. Scholars will also study the serious challenges still faced by the people of New Orleans since the devastation of Katrina in 2005, and the economic, ecological, and cultural impact of the 2010 BP oil spill on the Gulf fisheries and seafood industry. *(Prerequisite: None)*

Creative Writing**0.5 credit**

Creative Writing is designed for students to create original works of descriptive writing, poetry, drama, fiction and nonfiction. Students will explore their own creative processes, work on vocabulary development, creative writing techniques, and language skills. They will also imitate the works of writers such as Junot Diaz, Toni Morrison, Shakespeare, and more, exploring how these writers use plot structure, characterization, setting, literary devices, and other fictional elements in their stories. Writings are presented orally and in written form. At the end of the course, students will gather six-eight pieces of their own writing: poetry, short story, play, autobiography, speech, and two additional works of their own choosing (this includes personal journal entries), to create a portfolio. *(Prerequisite: none)*

Global Health**0.5 credit**

Global Health provides an overview of approaches to health across the world. Scholars examine disease, nutrition, community health practices, and trends in public health. *(Prerequisite: None)*

International Health & Wellness**0.5-1.0 credit**

This course will explore health and wellness internationally and focus on trends and course in health, nutrition, physical activity, and wellness. From stress management and sleep to overall well-being, scholars will explore personal health, health related attitudes and beliefs, and individual health behaviors in different countries. Topics will include dietary choices for lifelong health, improving personal fitness, achieving and maintaining a healthy weight, assessing health information, and managing stress. *(Prerequisite: None)*

Latin American History**1.0 credit**

This class is a selective survey of Latin American history from the beginning of the twentieth century to the present. Issues studied include Latin America in the global economy, relations between Latin America and the U.S., dictatorships and democracies in the twentieth century, African and Indigenous cultures, feminism and gender, cultural politics, revolution in Mexico, Cuba, and Central America, and Latin American identity. *(Prerequisite: None)*

Resource Workshop**1.0 credit**

Resource Workshop supports the goal to provide scholars with necessary supports to scholars in need. Scholars will receive remedial and differentiated lessons. *(Prerequisite: In accordance with scholar IEP).*

SAT/ACT Prep English***1.0 credit**

SAT/ACT Prep English curriculum draws from PSAT, SAT, and ACT test materials to guide an intensive preparatory course geared toward the English sections of the SAT and ACT exams. *(Prerequisite: 11th grade standing)*

SAT/ACT Prep Math***1.0 credit**

SAT/ACT Prep Math curriculum draws from PSAT, SAT, and ACT test materials to guide an intensive preparatory course geared toward the English sections of the SAT and ACT exams. *(Prerequisite: 11th grade standing)*

Web Design**0.5 credit**

Scholars will use computer and software applications including Microsoft Word, Excel, PowerPoint, the internet, and email to prepare documents and reports. The impact of computers on society and ethical issues surrounding technology will also be presented. *(Prerequisite: None)*