

COLLEGIUM CHARTER SCHOOL

HIGH SCHOOL

ACADEMIC HANDBOOK

Updated June 2016



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MISSION STATEMENT

The Collegium Charter School Community will work tirelessly to ensure the brightest possible futures for our students, to nurture them, to empower them to recognize in themselves uniqueness and talent, to instill in them a firm academic foundation, critical thinking, and respect for diversity, to foster in them scholarship and responsibility, and to develop in them the desire for a lifetime filled with optimism, generosity, character, and confidence. Our goal will continually be to prepare each student for the rigors of college life, and to hold ourselves and our students accountable for our mutual success.

GUIDANCE DEPARTMENT

Course selection is a critical process for students and families. The purpose of this handbook is to provide valuable information to aid in this process. Please carefully review the policies and course offerings. It is the goal of the Guidance Department to assist in developing a schedule for each student that meets his/her educational needs and career goals. Students are encouraged to make an appointment with their counselor for assistance in the course-selection process. CCS counselors, administrators, and teachers are happy to help parents with questions regarding course content and recommended placement.

ACADEMIC DAY

Collegium follows a 6-day rotating schedule for all students. This type of schedule helps reduce the effects of scheduling changes on classes that do not meet daily. For example, instead of your child's schedule going from Monday to Friday, he/she will have a schedule for each of the following: Day-1, Day-2, Day-3, Day-4, Day-5 and Day-6. The "Days" will be published in the weekly newsletter and on the homepage of our website.

BELL SCHEDULE

HS Schedule for Days 1, 3, 5
40 Minute Periods
4 Minute Passing Time

Period	Time
HR/1 st (15 Min. HR)	7:30 – 8:25
2 nd	8:29 – 9:09
3 rd	9:13 – 9:53
4 th	9:57 – 10:37
5 th	10:41 – 11:21
6 th	11:25 – 12:05
7 th	12:09 – 12:49
8 th	12:53 – 1:33
9 th	1:37 – 2:17
10 th	2:21 – 3:01

HS Schedule for Days 2, 4, 6
38 Minute Periods
4 Minute Passing Time

Period	Time
HR/1 st (10 Min. HR)	7:30 – 8:18
2 nd	8:22 – 9:00
3 rd	9:04 – 9:42
4 th	9:46 – 10:24
5 th	10:28 – 11:06
6 th	11:10 – 11:48

7 th	11:52 – 12:30
8 th	12:34 – 1:12
9 th	1:16 – 1:54
10 th	1:58 – 2:36
STRETCH	2:40 – 3:00

GRADING SYSTEM

All grades are reported in percentages. Collegium does not report or convert percentage grades to a 4-point scale. Extra credit assignments and “curves” are not used in the calculation of student grades. Collegium has four equally weighted marking periods (quarters) throughout the academic year.

Grading Scale	Quarter	Percentage of Final Grade
93-100% A	1	20%
85-92% B	2	20%
77-84% C	Midterm Exam	10%
70-76% D	3	20%
0-69% F	4	20%
	Final Exam*	10%

For grade point average (GPA) calculations, Advanced Placement and Dual Enrollment courses are weighted with an additional 7 points and Honors courses are weighted with an additional 5 points. This value is not added to the final percentage grade for a class and the additional points are not reflected in the percentage grade provided on a report card or transcript. Class rank is determined by the weighted G.P.A.

***Senior (Grade 12) Final Exams Exemption Policy**

Seniors who have demonstrated academic excellence with a year-to-date grade of 93 or higher in a course may be considered for exemption from the course’s final exam. At Collegium we want to applaud and reward students who work hard all year long. This exemption is an incentive for seniors to finish their high school careers with focus and dedication. Seniors who participated in an AP course or a Dual Enrollment course are exempt from school attendance during that subject’s final exam period during Collegium’s final exam schedule.

ASSESSMENT

Assessment	% of Quarterly Grades	Type of Assessment
Critical Milestone Questions	19%	Curriculum Imbedded Assessment
Foundational Knowledge Assessments	56%	
Teacher Imbedded Assessments	25%	Teacher Imbedded Assessment

Curriculum Imbedded Assessments

Curriculum Imbedded Assessments (CIAs) are CCS-standardized assessments which make up a total of 75% of the quarterly grade in a course. They are utilized to ensure our students’ mastery of the CCS curriculum. In grades 7-12, CIAs are made up of four parts: the Foundational Knowledge assessments (tests and quizzes), the Critical Milestone Questions (essays), and a Mid-Term and a Final exam. The Foundational Knowledge assessments are given continuously throughout each unit of study. At the end of each unit of study, the essay portion of the CIA is administered. Mid-Term Exams will be administered midway through the school year, and Final Exams will be given at the end of the school year.

Teacher Imbedded Assessments

Teacher Imbedded Assessments (TIAs), which make up 25% of a student's quarterly grade in a course, are the formative assessments that are utilized to guide instructional decisions by allowing the teacher to monitor students' depth of understanding on a daily basis, and decide whether or not the class is ready to proceed, or if material needs to be re-taught prior to taking a more formal Foundational Knowledge Assessment.

Eureka Math

For students enrolled in a Math course utilizing Eureka Math programming, their grades will be based on summative assessments such as quizzes and tests, and will not follow the CMQ, FKA, and TIA percentage breakdown listed above.

HOMEWORK

Homework is designed to be a risk-free way in which students can make mistakes, investigate, and learn. Research demonstrates that learning is increased when stress is reduced or eliminated and practice is risk-free. Homework is not graded; however, daily quizzes taken from homework are graded. Assignments such as research projects, book reports and term papers are not homework and are graded. While homework may not be required if a student is performing exceptionally well in a subject or course, it is expected that most students will complete some, if not all, of the assigned homework. If a student is earning less than 85% in a course, the student is required to complete all homework assignments. A teacher may also require a student to complete a homework assignment if the teacher knows the particular assignment is in the best interest of the learner and/or is needed to prepare for classroom activities and discussions. Parents are encouraged to monitor their child's homework and communicate with the teacher(s) regarding their child's understanding of the content.

LATE WORK POLICY

Students who turn in an assignment within five days passed the due date will receive a 10% deduction for each day the assignment is late. Students who turn work in more than five days late, will receive a total grade deduction of 50%. Late work from the first semester will not be accepted beyond two weeks after midterm exams, and late work from the second semester will not be accepted beyond the start of final exams.

COURSE LEVELS

Student placement in a particular level is based on the following criteria: academic performance, teacher recommendations, and performance on standardized tests (ex. PSSA). To the extent to which scheduling allows, student placement is course specific, i.e. a student may be enrolled in an Honors level Math class and a College Preparatory Language Arts class.

The educational team may recommend level changes for students who either have not mastered (85% or better) the content or who have excelled in their current placement. Level changes may be made with the approval of the principal and if scheduling permits. Level changes may also be made as required by an Individualized Education Plan (IEP).

Honors Level

This level is for high achieving students who are self-motivated to learn. The future plan for these students is to select from a wide variety of elite colleges and universities. The students in this level are capable of higher level thinking, demonstrate maturity, and have highly developed study skills that enable the students to pursue independent research and learning. Students in this level are eligible for Advanced Placement courses. To remain in courses at this level, students must have consistent grades of 85% or better at the conclusion of each school year. Students in this level will demonstrate the ability to read, write and speak in an advanced manner and will meet or exceed the state standardized requirements. Once an AP course begins, the course may not be dropped/added.

College Preparatory

This level is for students who plan to attend a competitive four-year college and will have mastered the academic skills to achieve college admission. The students in this level possess effective study skills and conscientiously complete assignments. They demonstrate the ability to read, write, and speak in a proficient manner and meet or exceed the PA standardized requirements.

Academic Level

This level is for students who plan to attend four year colleges, technology institutes, or those who plan to begin college in community or junior colleges. This level provides curriculum content at a rate appropriate for the students, while covering all requirements necessary to be accepted into a post-secondary institution. They demonstrate the ability to read, write, and speak in a proficient manner and meet or exceed the PA standardized requirements.

Resource Level

This level is for students who need support outside of the regular education classroom. Courses in this level will be individualized for students based on IEP goals and the least restrictive environment and in accordance with applicable state and federal regulations.

AP COURSE POLICY

Select AP Courses are available to any student in grades 9-12 who completes and submits an application while meeting the following criteria: maintained an outstanding grade in pre-requisite or content-related course; earned an AP Potential Score (the school pays for all 10th grade students to take the PSAT); received a written recommendation from the teacher of current content-related course. All successful applicants are placed in the AP Course for which they apply.

Below are three sections that will provide relevant information to judge student qualifications. Rising seniors are given preference over rising juniors and rising juniors over rising sophomores. Freshmen are typically not eligible for AP course offerings, except if they are invited to take AP World History. Students must have a total average of at least a 90% in their current College Prep course or an 85% in their current Honors or AP course by January of the current school year to be considered for an AP course the following school year. All 10th -12th grade students interested in applying for AP courses are required to have taken the PSAT exam and the reported AP potential score from that assessment will be considered in the AP course application process. The PSAT will be administered during the school day for all 10th grade students and those 9th grade students taking AP World History. The following steps must be completed in order to activate your application and AP request:

1. Complete Section I of the *AP Application Form* and provide to your current teacher in the subject area of the AP course you wish to take. Forms are due to subject area teachers by the due date indicated on the application. Complete a separate form for each AP course you wish to take.
2. Teachers complete Section II and return the form to the principal by the due date indicated on the application.
3. The Principal completes Section III.
4. The list of acceptances will be announced for the upcoming school year.

Students must be aware of the responsibilities that accompany participation in Advanced Placement courses. In relation to their coursework, AP teachers expect substantial student independence. Students must read, write and comprehend in even greater depth and more analytically than in CCS Honors courses. We recommend talking with specific AP teachers to receive a clearer sense of their course requirements. All who take AP classes at Collegium Charter School are expected to take the AP tests in May, as early

acceptance into college will not exempt students from the exams. AP students who do not take the College Board AP exam will not receive the full weighted value for that AP course in determining class rank - they will only receive 5 points. The parents/guardians of AP students are responsible for AP exam fees. Financial assistance is available for eligible students; please contact your Guidance Counselor for more information.

If there are more applicants for a course than CCS has space available, all those meeting the qualifications will be ranked based on the how well each applicant met the requirements. Those students meeting the qualifications for the course and not chosen for the available spaces will be placed on the waiting list. If space becomes available and the waiting list students' abilities continue to satisfy the minimum requirements to join an AP course, the waiting list students may be asked to join a course.

Collegium Charter School reserves the right to make exceptions to this policy, and to revoke student acceptance into AP courses if year-end grades show a significant decline in performance and/or effort.

DUAL ENROLLMENT COURSE POLICY

Collegium Charter School and Delaware County Community College agree to allow students to take college-level courses and receive dual credit for those courses. Students who successfully complete courses through the Dual Enrollment program will receive high school credit for the course, as well as college credit.

Only students meeting all of the following criteria are qualified to participate in the program:

1. The students must be high school juniors or seniors, and must be making satisfactory progress toward fulfilling applicable graduation requirements, as determined by Collegium Charter School. Collegium Charter School will determine satisfactory progress based on credits earned. Students must score "Basic" or above on their most recent PSSAs. The students must have completed the required courses at Collegium or the student may enroll in a dual enrollment course in addition to the required secondary school courses as determined by Collegium Charter School. Delaware County Community College will make a final determination regarding student academic ability and readiness for college-level coursework.
2. Students should be aware that taking a Delaware County Community College course does not exempt them from course requirements at Collegium. Careful planning between students and the guidance counselor is necessary to ensure that students are meeting requirements, not duplicating coursework, and are not overloading themselves with courses.

Students that do not meet criteria described above may be permitted to enroll in Dual Enrollment courses if they meet the following alternative criteria and receive approval from both Delaware County Community College and Collegium Charter School:

1. The students are enrolled in Collegium Charter School as freshmen or sophomores, but meet the other criteria listed above.
2. In order to remain in the program, students must maintain a secondary school grade point average of 85 in the applicable subject areas of study.
3. Students must also maintain a minimum grade of a "C" or better in each Dual Enrollment course in which they are enrolled.

Students interested in participating in the Dual Enrollment program must meet with their school counselor to determine eligibility. Collegium Charter School reserves the right to make decisions regarding a student's dual enrollment based on the student's best educational interest. Please consult with your guidance counselor prior to registering for any courses to ensure proper course selection. The proposed course(s) will be reviewed by Collegium's counseling office to determine if the course is an appropriate replacement for the CCS course or appropriate addition to the student's current schedule.

Collegium Charter School will award secondary school credit to students who successfully complete approved courses as identified by this policy and in keeping with academic policies of Delaware County Community College and CCS. Collegium Charter School defines successful completion of a Delaware County Community College course as a course in which the student earns a minimum grade of a "C." Credit for the courses and final grades will be applied to CCS transcripts once CCS receives written notification from Delaware County Community College.

For the purposes of calculating GPAs and determining class rank at CCS, letter grades from Delaware Community College are converted using the following scale. Numeric values are not reflected on student report cards or transcripts and are only used to determine G.P.A. and class rank.

A-97
B-88
C-81

VIRTUAL HIGH SCHOOL

CCS has partnered with Virtual High School (VHS) to offer a variety of elective courses in a virtual learning environment. Through participation in these courses, teachers and students are united from varying social, economic, and geographic backgrounds to study and collaborate with one another. For more information, please visit their website at <http://thevhscollaborative.org>. For a complete listing of the courses that we will be offering, please refer to the VHS information provided on our website.

NON-RECOMMENDED PLACEMENT of STUDENTS

Each CCS teacher carefully considers academic performance, standardized test results, and motivational level when recommending course levels for their students. A student's schedule reflects where the teachers and the educational team, based on their professional judgment and experience with the student, believe he/she will succeed.

Courses are offered at three different levels: honors, college preparatory, and academic. The levels, each of which prepares the student for college work, enable students to be accurately placed according to their needs and abilities. A parent who disagrees with the recommended placement may override the decision of CCS; however, in doing so the parent must understand and agree to the following conditions:

1. To the extent to which the master schedule allows, student placement is course specific, i.e. a student may be enrolled in a College Preparatory science class and an Academic math class.
2. If a student in a non-recommended placement cannot keep up with the class work, Collegium's class schedule may not allow the student to change to another level due to scheduling conflicts with other courses. The student may then have to take a *Withdrawal Failing* and be assigned to a study hall.
3. Teachers of Honors level and College Prep level courses are not expected to alter the pace of their courses or provide extra help for students who were recommended for a lower level. Parents who determine it is necessary to hire a tutor to work with the student outside of class do so at their own expense.
4. AP/Honors level courses are for students with demonstrated skills in independent study and research and those students are responsible for their work. Parents may not request daily or weekly progress reports from teachers of AP/Honors level courses.

CHANGING SCHEDULED COURSES

Students may not change elective courses after the first two weeks of each semester. Changes in course levels for major subjects will only be permitted midway through the year when extenuating circumstances are present and/or the principal approves. Students who withdrawal from a major course after the permitted time period will receive the designation of either *Withdrawal Pass* or *Withdrawal Fail* for the course on

his/her high school transcript. Credits are not earned when a student withdraws from a course. Signed parental consent is required in order for a student to withdrawal from a course.

INDEPENDENT PROJECTS

An Independent Project may be substituted for a high school elective when it is educationally appropriate. The principal and the student’s parents must grant permission for an Independent Project. Participation requires a CCS faculty member sponsor. Project requirements and assessment methods will be determined prior to the start of the course by the CCS faculty member sponsor.

GRADUATION REQUIREMENTS

Collegium Charter School’s graduation requirements are based on criteria determined by the CCS Board of Trustees. Our requirements exceed the standards set by the Pennsylvania Department of Education. Collegium does not award partial credit for courses not completed.

1. To earn credit for courses taken, students must achieve a 70% or better in each course.
2. High school students who graduate prior to 2017 must successfully complete the CCS Graduation Project. For students graduating in 2017 and beyond, the Graduation Project will become a Portfolio I course requirement, but will no longer be a requirement for graduation. For more information about the project, see the CCS Graduation Project Information Packet.
3. High school students must complete and document through X2Vol a minimum of 10 community service hours per year of High School attendance at CCS, for a total of 40 hours.
4. CCS students with IEPs may have modified graduation requirements. Those modifications are stipulated within the students’ IEPs.
5. Exceptions to graduation requirements are only considered in very rare cases. To be considered for an exception, a written request must be submitted to the principal and CEO. The written request will be considered and the principal and CEO will provide a written decision. Appeals of the written decision of the principal and CEO should be made to the CCS Board of Trustees in writing.
6. Keystone Proficiency: Beginning with the class of 2019, students must score proficient or advanced on each of three (3) end-of-course Keystone Exams or their corresponding Project Based Assessments—Algebra I, Biology, Literature.

High School Credits

SUBJECT AREA	REQUIRED CREDITS
English	8
Mathematics	4
Social Studies	4
Science	4
Foreign Language	4
Health Education	0.6*
Physical Education	1.4*
Electives	4
Minimum Required for Graduation	30

***Health and PE Credits will transition from 2017 to 2020 as detailed below**

Class	Total Credits PE	Total Credits Health	Total Credits Graduation
Class of 2017	1.4	.6	30
Class of 2018	1.1	.8	29.9
Class of 2019	.8	.8	29.6

Class of 2020	1	1	30
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PROMOTION REQUIREMENTS

Collegium's objective is to educate students to their fullest potential and prepare them for post-secondary education. To achieve this objective, Collegium's students are expected to perform to high standards and demonstrate application of their acquired knowledge. High School students who fail a course may not earn enough credits to advance in status and would retain his/her current status. The following credits are required of all high school students to be promoted to the next grade level:

1. 7.6 credits needed for promotion to 10th grade
2. 14.9 credits needed for promotion to 11th grade
3. 22.5 credits needed for promotion to 12th grade

For a student to earn credit value for a course, their final cumulative grade for the course must be 70% or higher. A student with a final cumulative grade less than 70% will fail the course. When a student fails a course that is required or one necessary for credit purposes, the student must retake the course or its equivalent. To the extent to which scheduling allows, students will have the opportunity to move to the next level in courses that were passed.

High school students will only be permitted to make up failed coursework at CCS approved summer schools or programs outside of Collegium. The list of approved programs is available on the CCS website. To ensure proper course selection, please consult with the guidance counselor before registering for any courses. The principal will review the proposed course to determine if it is an appropriate replacement for the CCS course. If the principal determines the course is not appropriate, a written appeal request could be submitted to the CEO. The written request would be considered and a decision issued in writing. Appeals of the decision of the CEO could be made to the CCS Board of Trustees in writing. In order for students to receive credit for the course at CCS, and to ensure accurate academic scheduling, proof of successful course completion must be submitted to CCS. Students must take and pass (70% or better) the CCS final for the course prior to the start of the following school year. Once these two steps are complete, the course credit will be added to the student's CCS transcript.

TRANSFER STUDENTS

In order to earn a diploma from Collegium, high school students (grades 9-12) transferring to Collegium from other schools will be expected to successfully complete a minimum of 4 years of the following major subject areas, Science, Math, Social Studies, and Language Arts; a year of Spanish for each school year attending CCS; and, applicable elective credits for the years attending CCS. Based on the transferring student's previously completed high school courses, there may also be additional course requirements that could vary. Students will be advised of those requirements at the time of transfer. Students who are not able to successfully complete the requirements by the end of what would traditionally be their senior year will not graduate. Students who transfer to Collegium must have earned a 70% or better in courses taken in other schools in order for the credits to transfer and be recognized and applied toward a student's required credits for graduation. For a student who transfers to Collegium during the school year, year-to-date grades will transfer with the student to Collegium and will be averaged into grades earned at Collegium for the final course grade.

Students transferring from Collegium to another school will only receive credit for completed courses. Collegium does not award partial credit for courses not completed.

CORE CURRICULUM SEQUENCE

A student's progress along the continuum will be determined by their successful completion of required prerequisites. Course expectations become more rigorous as the academic levels increase.

COURSE CONTINUUM BY GRADE LEVEL

9th Grade	10th Grade	11th Grade	12th Grade
Language Arts (2) Social Studies Math Science Spanish Electives Health/PE	Language Arts (2) Social Studies Math Science Spanish Electives Health/PE	Language Arts (2) Social Studies Math Science Spanish/Foreign Language* Electives Health/PE	Language Arts (2) Social Studies Math Science Spanish/Foreign Language* Electives Health/PE

*Students must complete at least 4 years of High School level Spanish. Once completed, students may continue with higher level Spanish or another foreign language course.

Science

A student’s progress along the science continuum will be determined by their successful completion of required prerequisites rather than by grade level. The following table shows four typical progressions. Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course level increases. All science courses include a detailed plan for laboratory investigations and experiences.

Grade Level	Honors Level*	College Prep Level	Academic Level
9th Grade	Honors Biology & Lab	Environmental Science & Lab, CP	Environmental Science & Lab, AC
10th Grade	Honors Chemistry & Lab	Biology & Lab, CP	Biology & Lab, AC
11th Grade	Honors Physics I & Lab	Physics & Lab, CP	Active Physics & Lab, AC
12th Grade	Honors Environmental Science & Lab	Chemistry & Lab, CP	Conceptual Chemistry & Lab

*Starting in 11th grade, students who wish to take Advanced Placement Science courses, and have met specific pre-requisite course requirements, may apply for acceptance in the following AP Level Courses: AP Biology, AP Chemistry, AP Physics 1, AP Physics II, and AP Environmental Science

Math

A student’s progress along the math continuum will be determined by their successful completion of required prerequisites rather than by grade level. The following table shows four typical progressions. Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course level increases.

Grade Level	Honors Level*	College Prep Level	Academic Level
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9th Grade	Honors Algebra II	Algebra II, CP	Algebra I AC
10th Grade	Honors Pre-Calculus	Geometry, CP**	Algebra II, AC
11th Grade	Honors Calculus	Pre-Calculus, CP	Geometry, AC**
12th Grade	Honors Statistics	Calculus, CP or Statistics	Advanced Algebra/Trigonometry

*Starting in 11th grade, students who wish to take Advanced Placement Mathematics courses, and have met specific pre-requisite course requirements, may apply for acceptance in the following AP Level Courses: AP Calculus AB and AP Calculus BC.

** **CP and AC Students in 10th or 11th grade** who have already completed Geometry will be placed in Algebra II.

Language Arts

Includes: Literature, Grammar, Vocabulary and Writing

Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course level increases. All students take one Literature and one Writing & Grammar course each year. The following tables show four typical progressions for both Literature and Writing & Grammar courses.

Literature Courses

Grade Level	Honors Level	College Prep Level	Academic Level
9th Grade	Honors World Literature	9th Grade Literature, CP	9th Grade Literature, AC
10th Grade	Honors American Literature	American Literature, CP	10th Grade Literature, AC
11th Grade	Honors Great Works of Modern Literature	Great Works of American Literature, CP	Great Works of American Literature, AC
12th Grade	Honors 12th Grade Literature	Great Works of World Literature, CP	Great Works of World Literature, AC

*In 12th grade, students who wish to take an Advanced Placement Literature course, and have met specific pre-requisite course requirements, may apply for acceptance in the AP English Literature and Composition.

Writing & Grammar Courses

Grade Level	Honors Level	College Prep Level	Academic Level
9th Grade	Honors Composition I	Composition I, CP	Composition I, AC
10th Grade	Honors Composition II	Composition II, CP	Composition II, AC
11th Grade	Honors Portfolio I	Portfolio I, CP	Portfolio I, AC
12th Grade	Honors Portfolio II	Portfolio II, CP	Portfolio II, AC

*In 11th grade, students who wish to take an Advanced Placement Composition course, and have met specific pre-requisite course requirements, may apply for acceptance in AP English Language and Composition.

Social Studies

Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course level increases. The following table shows four typical progressions.

Grade Level	Honors Level*	College Prep Level	Academic Level
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9th Grade	Honors World History II	World History II, CP	World History II, AC
10th Grade	Honors United States History	United States History, CP	United States History, AC
11th Grade	Honors US Government & Politics	US Government & Politics, CP	US Government & Politics, AC
12th Grade	Honors Behavioral Studies	Behavioral Studies, CP	Behavioral Studies, AC

*Starting in 9th grade, students who wish to take Advanced Placement Social Studies courses, and have met specific pre-requisite course requirements, may apply for acceptance in the following AP Level Courses:

Grade Level	AP Level
9th Grade	AP World History
10th Grade	AP United States History
11th Grade	AP US Government & Politics
12th Grade	AP European History

Spanish

Students are expected to take Spanish each year. Levels are determined based on achievement, demonstrated ability, and teacher recommendation. AP Spanish Literature and/or AP Spanish Language will be offered for students excelling in these areas and meeting the criteria for AP enrollment, as determined by CCS. Students who complete four years of high school level Spanish or its equivalent are permitted to take courses in other foreign languages through programs offered at Delaware County Community College or through Educere.

ACCELERATING A STUDENT’S COURSE PROGRESSION

Option 1: Students who are confident in the content of a required skills-based course (Math or Spanish) may choose to take the CCS final exam to determine if they can skip a course. If a student earns an 85% or better on the CCS final exam for the course, they can skip that course and move on to the next level of study in the subject area. Credits are not earned for a course being skipped and no grade will appear for the course on the student’s transcript. Students must still take 4 high school years of the subject area. Accelerating does not exempt a student from taking a course in a required subject area.

Option 2: Students who take a course in lieu of a CCS course through a program approved by CCS, and pass the course with a 70% or better, will be awarded high school credit for the course and it will appear on students’ CCS transcripts. Currently, only Delaware County Community College and Educere are approved programs. Students do not need to take the CCS final in this scenario. If a student takes a class through a program not approved by CCS, they may only be awarded credit for the course if the student passes the course with a 70% or better and passes the CCS final with a grade of 85% or better.

COURSE DESCRIPTIONS

REQUIRED COURSES

Please note that enrollment in any course is dependent upon course availability. Courses may close or be canceled without prior announcement based on demand and enrollment capacities. Courses may be added to meet the needs of Collegium students. Grade levels listed below are suggested and may be modified to meet the educational needs of our students.

ENGLISH LANGUAGE ARTS LITERATURE COURSES

Literature

Grade Level: 9 (Academic & College Prep)

Term: Year, Daily

Credits: 1.0

In accordance with the Pennsylvania Standards for English, the CCS Literature curriculum incorporates reading, writing, and vocabulary in a variety of ways while integrating the visual and performing arts. Over the course of the year, students will be required to complete a minimum of five major writing projects and will read/analyze a minimum of five novels. Journaling and creative writing is a large component of each literature course. Students will create and keep writing portfolios to demonstrate growth in writing and literary awareness.

World Literature

Grade Level: 9 (Honors)

Term: Year, Daily

Credits: 1.0

World Literature provides a survey of literary works. Students will read selections from a variety of genres from around the world dating from the first century to the present. The literature studied in this course is designed to complement the time periods that are taught in World History to provide students with an in-depth, cross-curricular approach to learning. Students are expected to submit regular writing assignments that correspond with readings and are designed to encourage more analytical thinking and prepare students for the rigors of collegiate writing.

American Literature

Grade Level: 10

Term: Year, Daily

Credits: 1.0

This course places an emphasis on how the development of American Literature - from the time of the discovery of America until modern times - reflects the development of American thought and culture. Literary works studied in this course include those that focus on the meeting and blending of cultures in our society, the American Revolution, a growing nation, division, reconciliation, expansion, disillusion, defiance, discontent, protest, and prosperity. Students will read and discuss at least four novels in addition to short stories and non-fiction content from the textbook.

Great Works of American Literature

Grade Level: 11 (Academic & College Prep)

Term: Year, Daily

Credits: 1.0

An in-depth understanding of Great Works of American Literature prepares students to apply learned concepts, develop personal perspectives, possess empathetic spirits, and solidify knowledge through a study of themes that represent growth of America's people. Students will study spirit, unity, and truth of American thought and culture and how these values are expressed in literary works considered to be the best by American writers.

Great Works of Modern Literature

Grade Level: 11 (Honors)

Term: Year, Daily

Credits: 1.0

Great Works of Modern Literature includes an in-depth study of renowned modern authors from around the world. Students will investigate contemporary trends in literature and be challenged to continue to develop their critical reading skills.

Great Works of World Literature

Grade Level: 12

Term: Year, Daily

Credits: 1.0

In this course, students will study selected literary works that provide an opportunity to develop personal perspective, empathy and self-knowledge regarding themes and issues that shaped and continue to influence the social, emotional, psychological, and moral progress of mankind. Students are expected to read assigned novels and contribute to class discussions as well as compose written responses to readings.

English as a Second Language (ESL)

Grade Levels: 9-12

Term: As determined

Credits: As determined by time in class

The high school ESL program is designed to help students improve speaking, listening, reading, and writing of the English language. The goal is to help students successfully participate in their mainstream classes and meet the academic standards of Collegium and Pennsylvania. The students receive ESL instruction and academic support in their content area classes. The curriculum focuses on improving reading comprehension through reading for daily life and improving writing skills through a variety of activities. Instruction in speaking and listening skills is also implemented.

ESL Content-Based Instruction 9-12

Grade Levels: 9-12

Term: Varies

Credits: Varies

The ESL Content-Based Instruction course is designed to equip students with language skills necessary to comparably access the curriculum in relation to their peers. This class incorporates supplemental readings and resources to enrich vocabulary and concepts in the core academic subjects.

AP English Literature and Composition

Grade Levels: 11-12

Term: Year, Daily

Credits: 1.0

Prerequisite: Honors Modern Literature; *See AP Policy*

The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close review of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. While reading, students consider structure, style, and theme as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods - concentrating on works of recognized literary merit. Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. In order to receive the CCS weighted value for the course, students enrolling in AP course offerings at CCS are expected to take the corresponding College Board AP exam at his/her own expense.

WRITING & GRAMMAR COURSES

Composition I

Grade Level: 9

Term: Year, Daily

Credits: 1.0

Composition I is an introduction to the art of essay writing with a spotlight on the structure of the academic essay. Students learn to develop their own voice as writers while composing focused and organized essays

on high-interest topics. Students apply in-class grammar instruction and collaborate with classmates through the stages of the recursive writing process; this consists of prewriting, drafting, revising, editing, and publishing. Throughout the year, students develop a portfolio of work that includes expository writing, cause/effect analysis, short story writing, persuasive writing, informational writing, and a research paper. Student writers are asked to analyze their own growth and reflect on their individual process.

Composition II

Grade Level: 10

Term: Year, Daily

Credits: 1.0

Composition II is a continuation of the skills and writing forms developed in Composition I. During this session, the class focuses on the larger structural features of writing. A narrative essay emphasizes the discovery of theme in the writing process. A fictional story examines both sequence and order within the whole story and in paragraphs. A persuasive essay combines the first two writing assignment elements in forming an argumentative essay and the basis of including outside sources is introduced. The skills developed in these three essays are combined to create a research paper focusing on an original question. The second semester refines these skills with the particular types of writing needed for college such as a statement of philosophy, a cover letter, and a college essay based on both a question from the Common Application and several other persuasive essay forms. All writing is supplemented with vocabulary work, reading of short fiction and nonfiction pieces, and grammar and sentence structure exercises.

Portfolio I

Grade Level: 11

Term: Year, Daily

Credits: 1.0

Portfolio I focuses on the completion of the requisite Pennsylvania Graduation Project. As they complete this project, they will learn business-writing skills and focus on the revision and publication of writing. Students enrich their vocabulary with the study of terms commonly found on the SAT. Units include career research, resume writing, college research and comparison, persuasive argumentation, short story writing, poetry, and presentation. By the end of the course, students will have electronic portfolios consisting of academic and professional components, including their Graduation Projects.

Portfolio II

Grade Level: 12

Term: Year, Daily

Credits: 1.0

Portfolio II is designed to enhance student knowledge of different writing styles through writing, revision, and publication. Students will also read published examples and produce their own materials in a variety of genres. This course will prepare students for their personal and professional lives after graduation.

AP English Language and Composition

Grade Levels: 11-12

Term: Year, Daily

Credits: 1.0

Prerequisite: See AP Policy, page 4

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. As in a college course, its purpose is to enable students to read complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers. In order to receive the CCS weighted value

for the course, students enrolling in AP course offerings at CCS are expected to take the corresponding College Board AP exam at his/her own expense.

HEALTH & PHYSICAL EDUCATION COURSES

9th Grade Health

Term: Year, 2x/cycle

Credits: 0.3

The 9th Grade Health curriculum emphasizes healthy lifestyle choices that promote lifetime wellness. In the first unit, students will explore the six components of health and develop strategies to avoid the six health risk behaviors. Continuing the promotion of their healthy lifestyle, unit two focuses on the dangerous effects that alcohol and illicit drugs have on teens' bodies and future wellness - both physical and mental. In the third unit, students learn about infectious diseases, which span from the common cold to sexually transmitted infections. Finally, students will relate their knowledge of their habits and heredity to the lifestyle diseases of cardiovascular disease, cancer, and diabetes.

11th Grade Health

Term: Year, 2x/cycle

Credits: 0.3

The 11th Grade Health curriculum focuses on the need to develop life skills in order to prepare students for their futures as young adults. In the first unit, students will apply ten life skills to their current condition and plan changes for a healthy future. Within this unit, students will also learn to manage their future finances through a mock budget based on their graduation project career. The second unit will allow students to reflect on their current mental health and learn to recognize and avoid mental illness. The third unit will develop knowledge on the milestones of each stage of life - focusing on young adulthood. Within this unit, students will discuss relationships, family planning, and utilize the *Ready-or-Not-Tot* simulation. The final unit will allow students to experiment and create their own personal fitness program; understanding the components of a functional program and the need for habitual exercise.

High School Physical Education

Term: Year, 2x/cycle

Credits: 0.3

The focus of High School Physical Education is to introduce students to activities that will keep them active and healthy. With this focus in mind, students will participate in daily exercise coupled with team sports such as flag football, volleyball, floor hockey, tchoukball, basketball, pickle ball, whiffle ball, etc. Students also participate in cooperative games and problem-solving tasks to encourage quick thinking and teamwork. Daily grades, known as S.U.P.E.R. points, earn students fifteen points for sportsmanship, uniform, participation, effort, and respect. *Materials needed: CCS PE uniform shirt/sweatshirt, CCS uniform shorts/sweatpants, and tied sneakers.*

MATHEMATICS COURSES

Pre-Algebra

Grade Level: 9

Term: Year, Daily

Credits: 1.0

Prerequisite: General Math, or its equivalent

This course provides an introduction to mathematical concepts necessary for Algebra. Students learn how to operate with integers, decimals, fractions, and exponents in order to simplify algebraic expressions and solve one-step and multi-step equations and inequalities. Students will also continue to review basic geometry and probability concepts. Overall, students will work on increasing their ability to solve word problems, work independently and collaboratively, and study. *Materials Needed: Scientific calculator.*

Algebra I

Grade Levels: 9-10

Term: Year, Daily

Credits: 1.0

Prerequisite: Pre-Algebra, or its equivalent

Students will review basic tools of algebra, algebraic concepts, and simple equations. Students work with functions, graphing, multiple-step equations, inequalities, linear equations, quadratic equations and functions, number theory, radical and rational expressions as well as exponential functions. Instruction will consist of a variety of strategies including manipulatives, instructional games, and projects. *Materials Needed: Scientific calculator.*

Extended Algebra I (A&B)

Grade Levels: 9-10

Term: 2 Years, Daily

Credits: 1.0

Prerequisite for Algebra IA: Pre-Algebra

Prerequisite for Algebra IB: Algebra IA

This two-year, two-credit course is designed to cover the Algebra I curriculum at a comfortable pace for students who need additional time to process increasing difficult mathematical concepts. Students will receive additional support in class in order to provide a stable foundation to build further knowledge. The *Extended Algebra I* curriculum is designed in accordance with state and national standards for math. *Materials Needed: Scientific calculator.*

Applied Geometry

Grade Levels: 10-12

Term: Year, Daily

Credits: 1.0

Prerequisite: Extended Algebra II

Students are introduced to the key concepts of geometry through the use of investigation and hands-on coursework. The class provides support for students needing additional time to process increasingly difficult mathematical concepts. Emphasis is on fostering deductive thinking and reasoning skills, and formulating a firm foundation of geometric concepts to build additional coursework.

Geometry

Grade Levels: 9-11

Term: Year, Daily

Credits: 1.0

Prerequisite: Algebra II

Students in this course will acquire deductive thinking and reasoning skills, and will increase their ability to think logically. A strong understanding of mathematical processes is required. Students will study the following geometric concepts in depth: properties of polygons, circles, perpendicular and parallel lines, perimeter, area, and volume. *Materials Needed: Graphing calculator, protractor, and a compass.*

Algebra II

Grade Levels: 10-12

Term: Year, Daily

Credits: 1.0

Prerequisites: Algebra I

Algebra II is a rigorous course that continues the study of advanced algebraic concepts with emphasis on practical applications and modeling. Appropriate technology (manipulatives, calculators, computer application software, etc.) is regularly used for instruction and assessment. This course will enable students

to construct and manipulate mathematical models in order to interpret, understand, and predict events that have a basis in quantitative settings. Curriculum emphasizes the learning of many high level algebraic concepts, including real numbers, first/second-degree equations and inequalities, direct and inverse variation graphs, matrices, linear systems, factoring, and exponential and logarithmic functions. *Materials Needed: Graphing calculator.*

Advanced Algebra/Trigonometry

Grade Levels: 11-12

Term: Year, Daily

Credits: 1.0

Prerequisite: Algebra II

The course includes a study of the following functions and their graphs; linear, polynomial, rational, exponential, logarithmic, and trigonometric. The course also covers trigonometric identities, solving trigonometric equations, and inverse trigonometric functions. *Materials Needed: Graphing calculator.*

Pre-Calculus

Grade Levels: 11-12

Term: Year, Daily

Credits: 1.0

Prerequisite: Geometry with an 85% or higher

The course includes a study of the following functions and their graphs; linear, polynomial, rational, exponential, logarithmic, and trigonometric. The course also covers trigonometric identities, solving trigonometric equations, and inverse trigonometric functions. Additional topics include conic sections, sequences and series, and polar/parametric curves. *Materials Needed: Graphing calculator.*

Calculus

Grade Levels: 11-12

Term: Year, Daily

Credits: 1.0

Prerequisite: Pre-Calculus

The course includes a study of limits, continuity, derivatives with application, and integrals with application. Applications of derivatives include velocity and acceleration, related rates, and optimization. Applications of integration include area between curves and the volume of solids. *Materials Needed: Graphing calculator.*

Statistics

Grade Level: 12

Term: Year, Daily

Credits: 1.0

Prerequisite: Algebra II or its equivalent

This course is designed to teach students the major tools for collecting, analyzing, and drawing conclusions from data. Topics covered include exploratory analysis, planning a study, probability, and statistical inference. Students are required to actively participate in the planning and implementation of a study, which incorporates their learning from the course as a culminating activity. *Materials Needed: Graphing calculator.*

AP Calculus AB

Grade Levels: 11-12

Term: Year, Daily

Credits: 1.0

Prerequisite: *See AP Policy*

Calculus AB is primarily concerned with developing an understanding of calculus concepts and providing experience with related methods and applications. This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also highlighted. Broad concepts and widely applicable methods are emphasized. Through the use of unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics.

In order to receive the CCS weighted value for the course, students enrolling in AP course offerings at CCS are expected to take the corresponding College Board AP exam at his/her own expense.

AP Calculus BC

Grade Level: 12

Term: Year, Daily

Credits: 1.0

Prerequisite: AP Calculus AB, *See AP Policy*

Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also important. Broad concepts and widely applicable methods are highlighted. Through the use of unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics.

In order to receive the CCS weighted value for the course, students enrolling in AP course offerings at CCS are expected to take the corresponding College Board AP exam at his/her own expense.

SCIENCE COURSES

Environmental Science

Grade Level: 9 (College Prep & Academic)

Term: Year, Daily

Credits: 1.0

College Prep and Academic Students enrolled in Environmental Science will learn the three largest impacts that humans have on the environment. Students will gain this knowledge through stimulating classroom discussions, environmentally-themed media, laboratory/field activities and learn attentiveness to their daily lives.

AP Environmental Science

Grade Levels: 11 and 12

Term: Year, Daily

Credits: 1.0

Prerequisite: *See AP Policy*

This course examines our environment and related issues. Students will learn how humans have affected the world and what can be accomplished to better protect our natural surroundings. In order to receive the CCS weighted value for the course, students enrolling in AP course offerings at CCS are expected to take the corresponding College Board AP exam at his/her own expense.

Applied Biology

Grade Level: 10 (Academic)

Term: Year, Daily

Credits: 1.0

Applied Biology is designed for students on the academic course path in science. Although this course does involve exploration and hands-on activities, it does not require extensive laboratory work. Applied Biology will be focused on preparing the students to pass the keystone biology exam, which is a requirement for graduation. Topics of study include the characteristics of living things, cell structure, genetics, evolution, and ecology.

Biology

Grade Levels: 9 (Honors) and 10 (College Prep & Academic)

Term: Year, Daily

Credits: 1.0

Biology is a laboratory intensive course that involves the study of the defining characteristics and mechanisms of the living world. Students will participate in various lab activities that enhance knowledge of prokaryotic and eukaryotic cells, cell structure, and genetics. Technical skills as well as writing skills are emphasized in this experimental and exploratory course. Biology will also be focused on preparing the students to pass the keystone biology exam, which is a requirement for graduation.

AP Biology

Grade Levels: 11 and 12

Term: Year, Daily

Credits: 1.0

Prerequisite: Biology, *See AP Policy*

The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. Areas of study covered in great depth are molecules and cells, heredity and evolution, and organisms and populations. This is a rigorous course that requires a great deal of laboratory and experimental work in addition to class discussion and lengthy written assignments. In order to receive the CCS weighted value for the course, students enrolling in AP course offerings at CCS are expected to take the corresponding College Board AP exam at his/her own expense.

Applied Chemistry

Grade Levels: 11 (Academic)

Term: Year, Daily

Credits: 1.0

Chemistry concepts are studied conceptually in this course. Mathematical computations are kept to a minimum. Major topics of study include atomic structure, periodic table, chemical reactions, kinetic molecular theory, solutions, acid/base chemistry, descriptive chemistry and biochemistry. Applied Chemistry is recommended for students taking academic level science courses.

Chemistry

Grade Levels: 10 (Honors) and 11(College Prep & Academic)

Term: Year, Daily

Credits: 1.0

Prerequisite: Algebra I

This course is primarily intended for students who are committed to daily study of the course work outside of class. Chemistry is an intensive, laboratory-based science that emphasizes the following areas of study: matter and energy, atoms and molecules, periodic table, ionic compounds, covalent compounds, chemical reactions, stoichiometry, gases, solutions, acids and bases, and reaction rates. Students will hone skills in making observations, analyzing data, drawing conclusions, and problem-solving. The course is designed for

college prep students. Math skills are used in balancing equations, performing calculations, and graphing. Those planning to pursue collegiate education in the sciences or medicine should consider enrolling in Honors Chemistry. *Materials Needed: Calculator.*

AP Chemistry

Grade Levels: 11 and 12

Term: Year, Daily

Credits: 1.0

Prerequisite: Algebra I, Chemistry, *See AP Policy*

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics are presented in considerable depth. This course is one of considerable rigor and requires a great deal of time in laboratory as well as additional daily study outside of the classroom. Students interested in a career in the science or medical field, or students who excelled in Honors Chemistry, are encouraged to apply for this course. In order to receive the CCS weighted value for the course, students enrolling in AP course offerings at CCS are expected to take the corresponding College Board AP exam at his/her own expense. *Materials Needed: Calculator.*

Applied Physics

Grade Level: 12 (Academic)

Term: Year, Daily

Credits: 1.0

Physics topics are studied conceptually in this course. Mathematical computations are kept to a minimum. Major areas of study include mechanics, waves, electricity, and magnetism. Applied Physics is recommended for students taking academic level courses.

Physics

Grade Levels: 11 and 12

Term: Year, Daily

Credits: 1.0

Prerequisite: Algebra II

This course develops an understanding of the basic laws and principles that govern motion, forces, light, and electricity. Topics such as one and two-dimensional motion, vectors, forces, momentum, vibrations, rotational motion. Students will be evaluated on their laboratory performance and use of appropriate laboratory technology in addition to written assessment and class discussion.

AP Physics 1

Grade Levels: 10 and 11

Term: Year, Daily

Credits: 1.0

Prerequisite: Algebra II, *See AP Policy*

This course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. In order to receive the CCS weighted value for the course, students enrolling in AP course offerings at CCS are expected to take the corresponding College Board AP exam at his/her own expense.

AP Physics 2

Grade Levels: 11 and 12

Term: Year, Daily

Credits: 1.0

Prerequisite: AP Physics 1, *See AP Policy*

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. In order to receive the CCS weighted value for the course, students enrolling in AP course offerings at CCS are expected to take the corresponding College Board AP exam at his/her own expense.

SOCIAL STUDIES COURSES

World History II

Grade Level: 9

Term: Year, Daily

Credits: 1.0

This is the second course in a two-year sequence. This class will begin with a study of the Age of Reason and continue through to the present time. Students will be encouraged to apply lessons to today's multicultural environment.

AP World History

Grade Level: 9

Term: Year, Daily

Credits: 1.0

Prerequisite: *See AP Policy*

AP World History students study the history of the world in its entirety through the lenses of five historical themes: Society, Politics, Interaction with Environment, Culture, and Economics. Student study these themes by examining primary and secondary sources, analyzing historical data, and interpreting differing points of view from a variety of historical sources. Because of its broad scope, AP World History focuses on overarching continuities and changes throughout history in order to help students develop a comprehensive understanding of events within their historical context.

United States History

Grade Level: 10

Term: Year, Daily

Credits: 1.0

While the breadth of this class spans the years preceding European colonization of the Americas through the present day, the depth of the curriculum is focused on the post-colonial American experience and concentrates primarily on the 18th, 19th, and 20th centuries. In a chronologic structure, students will engage historical content in a classical sense, but the emphasis is to be placed on understanding the historical process in the context of broader political, economic, religious, social, intellectual and artistic trends. An ability to actively engage various historical phenomena and theories will be paramount to both the success of the individual and the class at large. Through a variety of educative methods, the lessons of our nation's past will reveal to students the impact of their own time and place on the landscape of American History.

AP United States History

Grade Level: 10

Term: Year, Daily

Credits: 1.0

Prerequisite: *See AP Policy*

The AP U.S History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Students will learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. Students will also develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Topics of learning include but are not limited to American identity, demographic changes, economic transformations, globalization, politics and citizenship, and reform. In order to receive the CCS weighted value for the course, students enrolling in AP course offerings at CCS are expected to take the corresponding College Board AP exam at his/her own expense.

U.S. Government & Politics

Grade Levels: 11

Term: Year, Daily

Credits: 1.0

This course will examine the American political system and the structure and operation of our government at the national, state and local levels. We will examine the U.S. Constitution in depth and will apply knowledge of these topics to current political, social and economic issues.

AP U.S. Government & Politics

Grade Levels: 11, 12

Term: Year, Daily

Credits: 1.0

Prerequisite: *See AP Policy*

AP U.S. Government & Politics is a college-level course examining the governmental structure and political system of the United States. Students will develop critical thinking skills and an understanding of the major institutions, beliefs and processes of American government through analysis of statistical data and a variety of primary sources, active participation in class discussions, and frequent writing assignments. The application of knowledge to contemporary events and case studies will be emphasized throughout the course. In order to receive the CCS weighted value for the course, students enrolling in AP course offerings at CCS are expected to take the corresponding College Board AP exam at his/her own expense.

Behavioral Studies (Psychology & Sociology)

Grade Level: 12

Term: Year, Daily

Credit: 1.0

This course is taught in two semesters. One semester will focus on Psychology and cover Fundamental Structures, Emotional and Cognitive Functions, States of Consciousness and Personality, and Psychological Conditions and Treatments. The second semester will focus on Sociology and cover Society and Culture, Individual and Society, Social Inequality, and Institutions and Social Change.

AP European History

Grade Level: 12

Term: Year, Daily

Credits: 1.0

Prerequisite: *See AP Policy*

This is a college-level course examining the social, political, economic and cultural history of Europe from 1450 to the present. Students will develop critical thinking skills and an understanding of the major themes

of European History through analysis of a variety of primary sources, evaluation of historical interpretations, active participation in class discussions, and frequent writing assignments.

WORLD LANGUAGE COURSES

Extended Spanish I

Term: 2 years, Daily

Credits: 2.0

This two-year, two-credit Spanish I course (Spanish IA and Spanish IB) is recommended for students without previous academic experience with Spanish or otherwise require a slower pace for better understanding. The curriculum matches that of the one year Spanish I but includes additional time for practicing and building comprehension.

Spanish I

Term: Year, Daily

Credits: 1.0

This course is designed to continue the introductory and fundamental speaking, listening, reading, and writing skills from CCS elementary level Spanish classes. Students will participate in activities that foster learning of basic vocabulary, question and answer conversational elements, as well as reading and writing. Additional emphasis is on awareness of Spanish culture and customs.

Extended Spanish II

Term: 2 years, Daily

Credits: 2.0

Prerequisite: Spanish I or Extended Spanish IB

This two-year, two-credit Spanish II course (Spanish IIA and Spanish IIB) is recommended for students who require a slower pace for better understanding of the language or who did not achieve mastery of concepts in Spanish I. The curriculum matches that of the one year Spanish II but allows additional time for practice and building comprehension.

Spanish II

Term: Year, Daily

Credits: 1.0

Prerequisite: Spanish I or Extended Spanish I

In this course, students will continue developing speaking, listening, reading, and writing skills. Students will give oral presentations, read short passages, and write brief conversations and narratives in order to increase fluidity of speech. Due to the related pace and increasing rigor, it is recommended that students enrolling in this course have previously achieved mastery of Spanish I concepts.

Extended Spanish III

Term: 2 years, Daily

Credits: 2.0

Prerequisite: Spanish II or Extended Spanish II

This two-year, two-credit Spanish III course (Spanish IIIA and Spanish IIIB) is recommended for students either requiring a slower pace for better understanding or still needing to achieve mastery of concepts from Spanish II. The curriculum matches that of the one year Spanish III but includes additional time for practicing and building comprehension.

Spanish III

Term: Year, Daily

Credits: 1.0

Prerequisite: Spanish II or Extended Spanish II

Students in this course continue to focus on elements of language – reading, writing, speaking, and listening. Increased fluidity of conversation is emphasized through practice and discussion. Students will read Spanish cultural selections as well as short stories. Projects are assigned to increase writing and speaking proficiency.

Spanish IV

Term: Year, Daily

Credits: 1.0

Prerequisite: Spanish III

Students continue to develop Spanish proficiency in the areas of reading, writing, listening, and speaking. Emphasis is on initiating and sustaining conversation. Class discussions are entirely in Spanish and incorporate advanced grammatical structures. Mastery of Spanish IV concepts effectively prepares students for AP courses and additional college studies.

Spanish Conversational Review

Term: Year, Daily

Credits: 1.0

Prerequisite: Spanish III or Extended Spanish III

Conversational Spanish Review is a reinforcement course designed to develop production and comprehension skills to an intermediate level of proficiency. Students review major grammatical concepts and reinforce previously learned material in order to achieve a solid foundation of the Spanish language. Readings from the course serve as a basis for classroom discussion, vocabulary acquisition, and grammatical review. Student-centered discussion and activities are complemented with instruction examining grammatical concepts and vocabulary development.

Spanish Conversation through Film

Term: Year, Daily

Credits: 1.0

Prerequisite: Spanish IV

Spanish Conversation through Film is a reinforcement course designed to provide students with authentic and natural language in context through film. Films provide a context in history, culture, and language, on which this course is built. Students not only learn about fine arts and literature, but they also examine daily life in a wide variety of settings throughout the Hispanic world. Films from the course serve as a basis for classroom discussion, vocabulary acquisition, and grammatical review.

Hispanic Women Writers

Term: Year, Daily

Credits: 1.0

Prerequisite: Spanish IV

As an advanced level class comparable to a junior-year university course, the class focuses on specific topics of the Hispanic identity and culture. This course emphasizes readings that reflect and critically examine the condition of women in Latin America both in the past and today. Selected topics either deal with contemporary issues of today – immigration, minority groups, and ecology – or broad human experience challenges such as the construction of a gendered identity.

Spanish V

Term: Year, Daily

Credits: 1.0

Prerequisite: Spanish IV

In this course, students continue to develop Spanish proficiency in the areas of reading, writing, listening and speaking. Emphasis is on initiating and sustaining conversation. Class discussions are entirely in Spanish and incorporate advanced grammatical structures. Mastery of Spanish V concepts effectively prepares students for AP courses and additional college studies.

AP Spanish Language & Culture

Grade Levels: 10-12

Term: Year, Daily

Credits: 1.0

Prerequisite: *See AP Policy*

AP Spanish Language & Culture is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. The course helps prepare students to demonstrate their level of Spanish proficiency across three communicative modes – interpersonal, interpretive, and presentational. This course is comparable to fifth and sixth semester college or university courses focusing on speaking and writing in the target language at the advanced level. In order to receive the CCS weighted value for the course, students enrolling in AP course offerings at CCS are expected to take the corresponding College Board AP exam at his/her own expense.

AP Spanish Literature & Culture

Term: Year, Daily

Credits: 1.0

Prerequisite: *See AP Policy*

The AP Spanish Literature & Culture course provides students with a learning experience equivalent to that of a third-year college course in Peninsular and Latin American literature. The course introduces students to the formal study of a representative body of Peninsular and Latin American literary texts. Visit <http://www.collegeboard.com> for a list of required readings. In order to receive the CCS weighted value for the course, students enrolling in AP course offerings at CCS are expected to take the corresponding College Board AP exam at his/her own expense.

COURSE DESCRIPTIONS

ELECTIVE COURSES

ART ELECTIVES

Foundations of Art

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This is an introductory course in which students begin to explore the different art mediums - drawing, painting, photography, ceramics, printmaking and sculpture. Students study the elements of art and how they are used in the creation of the principles of design. This course provides art history investigations while also providing students with the basic skills associated with discussing and critiquing artwork with their classmates.

Drawing 1

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Foundations of Art

This course will further explore the elements of art and principles of design and how they are used to create drawings. Students will expand their drawing techniques, including but not limited to hatching, crosshatching, scumbling, stippling, and blending, with a focus on how they are used to create value, form and texture in a drawing. Relevant artists/movements will be investigated as students enhance their abilities to discuss and critique artwork. *Materials Needed: Sketchbook/Supplies from Foundations of Art.*

Drawing 2

Grade Levels: 10-12

Term: Semester, Daily

Credits: .5

Prerequisites: Foundations of Art and Drawing 1

This course is designed for the student who has successfully completed Drawing 1. Students will dive further into the elements of art including but not limited to shape, form, value, texture, line, and space. An emphasis is placed on drawing from observation using still lifes, landscapes, and figure studies to gain a better understanding of the principles of design. *Materials Needed: Sketchbook and supplies from Foundations of Art.*

Painting 1

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Foundations of Art

This course will explore multiple painting techniques using a variety of water-based mediums. Color theory and design concepts will be incorporated through different styles and techniques, including but not limited to still life, landscape, and collage. Relevant artists/movements will be investigated as students enhance their abilities to discuss and critique works of art. *Materials Needed: Sketchbook and supplies from Foundations of Art.*

Painting 2

Grade Levels: 10-12

Term: Semester, Daily

Credits: .5

Prerequisites: Foundations of Art and Painting 1

This course is for advanced painters who have successfully completed Painting 1. Students will dive deeper into color theory while developing a personal painting style. Students will further their understanding of the elements of art while developing a firm understanding of how the principles of art are used within paintings. Students will create paintings from observation including but not limited to still lifes, landscapes, and figure studies. To truly develop an understanding of paintings, students will study relative artists/movements and enhance their abilities to discuss various works of art. *Materials Needed: Sketchbook and supplies from Foundations of Art.*

Printmaking

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Foundations of Art

This course will explore a variety of printmaking methods, including but not limited to linoleum carving, monoprinting, engraving, and screen printing. Students will learn about the basic elements of art with an emphasis on the principles of design. Relevant artists/movements will be investigated as students enhance their abilities to discuss artwork. *Materials Needed: Sketchbook and supplies from Foundations of Art.*

Survey of Ceramics

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Foundations of Art

The course begins with an exploration of handbuilding techniques and finishes up with students throwing on the wheel. They will use a variety of techniques in the creation of slab structures, advanced coil pots, and ceramic relief sculptures. Students will also learn glazing and firing procedures. Relevant artists/movements will be investigated as students enhance their abilities to discuss and critique their sculptures and pottery. At the successful completion of this course, students have the option to take more courses in either handbuilding or wheel throwing. *Materials Needed: Sketchbook and supplies from Foundations of Art.*

Ceramics Handbuilding 1

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Survey of Ceramics

The course is a continuation of handbuilding techniques in ceramics. Students will strengthen their prior knowledge of construction techniques for slab structures, coil/pinch pots, ceramic relief sculptures, and figurative sculptures. Students will increase their glazing and firing knowledge and learn to load a kiln. Relevant artists/movements will be investigated as students enhance their abilities to discuss and critique their sculptures and pottery. *Materials Needed: Sketchbook and supplies from Foundations of Art.*

Ceramics Handbuilding 2

Grade Levels: 10-12

Term: Semester, Daily

Credits: .5

Prerequisite: Ceramics Handbuilding 1

The course is for experienced handbuilders looking to further their techniques in ceramics. Students will continue to use a variety of techniques (slab, pinch, coil, relief, and figurative sculpture) to create advanced works of art. Before starting a new project, students are required to research and sketch elements of their piece. Students also learn to load and unload the kiln under the direction of the teacher. Relevant artists/movements will be investigated as students enhance their abilities to discuss and critique their sculptures and pottery. *Materials Needed: Sketchbook and supplies from Foundations of Art.*

Ceramics Wheel Throwing 1

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Survey of Ceramics

This course further explores ceramic and wheel throwing. Emphasis is placed on wheel throwing as students explore techniques used to create cylinders, vase, bowls, mugs, plates, etc. Students will also learn glazing and firing procedures. Relevant artists/movements will be investigated as students enhance their abilities to discuss and critique their sculptures and pottery. *Materials Needed: \$20 materials fee due at start of course.*

Ceramics Wheel Throwing 2

Grade Levels: 10-12

Term: Semester, Daily

Credits: .5

Prerequisite: Ceramics Wheel Throwing 1

This advanced ceramics course will allow students to further their mastery of the wheel. Students will learn how to create a variety of different shapes and forms including plates, two part vases, a cylinder with a lid, and a two part piece thrown from a single lump of clay - such as a chip & dip bowl. *Materials Needed: \$20 materials fee due at start of course.*

Ceramics Wheel Throwing 3

Grade Levels: 10-12

Term: Semester, Daily

Credits: .5

Prerequisite: Ceramics Wheel Throwing 2

This course is designed for the most advanced ceramics students interested in the practical experience of 3D art. Students will develop a personal style in ceramics as they master the techniques needed to create advanced vases, tea pots, and larger wheel-thrown pieces. Students will also work on building a portfolio, developed over their art career, which will show their unique range of concepts, techniques, subjects and approaches to design. *Materials Needed: \$20 materials fee due at start of course.*

Sculpture 1

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Foundations of Art

This is an introductory 3D art course. Students will explore the elements of art and how they are used in the creation of 3D pieces while beginning to implement the principles of design. Students will work with materials including wire, paper, and plaster. There will be an investigation of relevant artists/movements, allowing students to enhance abilities to discuss and critique their sculptures. *Materials Needed: Sketchbook and supplies from Foundations of Art.*

Sculpture 2

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Sculpture 1

This course is designed for students who are interested in the practical experience of 3D art. Students will expand upon their knowledge of the elements of art while gaining a true understanding of how the principles of design are used within sculpture. While students investigate relevant artists/movements, they will enhance their abilities to discuss and critique artwork. *Materials Needed: Sketchbook and supplies from Foundations of Art.*

Studies in Figure

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Foundations of Art

This is an introductory human figure art course. Students will study the human figure through drawing, painting, and sculpting in order to expand their understanding of the elements and principles of art and how they are used to represent the human figure. As the class progresses, students learn how to properly implement the principles of design into their own figurative studies. This class looks at the human figure as a whole as well as studying individual parts including fingers, hands, eyes, nose, the mouth, ears, and feet. Students will learn about figurative artists to gain further knowledge for their own work and provide students with a foundation to critique figurative artwork. *Materials Needed: Sketchbook and supplies from Foundations of Art*

Studio Art 1

Term: Full Year

Grade Levels: 9-10

Term: Semester, Daily

Credits: 1

Semester 1: Foundations of Art

This is an introductory studio arts course. Students will learn the elements of art and principles of design through a breadth of mediums including drawing, photography, printmaking, painting, ceramics, and sculpture. Relevant artists/movements will be investigated as students begin to work on their ability to discuss and critique works of art.

Semester 2: Drawing/Painting

This course is designed to develop a student's techniques in drawing and painting through observational works. An emphasis is placed on the elements of art with a limited focus on the principles of design. Relevant artists/movements will be studied as students continue to work on their ability to discuss and critique artwork.

Studio Art 2

Term: Full Year or Semester

Grade Levels: 10-12

Term: Semester, Daily

Credits: 1

Semester 1: Ceramics

The course begins with an exploration of hand-building techniques and finishes up with the students using the wheel. They use a variety of techniques in the creation of slab structures, advanced coil pots, ceramic relief sculptures, and figurative sculptures. Students also learn glazing and firing procedures. Relevant artists/movements are investigated as students enhance their ability to discuss and critique artwork. At the successful completion of this course, students have the option to take more courses in either hand-building or wheel throwing.

Semester 2: 3D Sculpture

This is an introductory 3D sculpture art course. Students will explore the elements of art and how they are used in the creation of 3D pieces, while beginning to implement the principles of design in their works. Students will work with materials including cardboard, wire, paper, and plaster. There will be an

investigation of relevant artists/movements as students enhance their ability to discuss and critique works of art.

Studio Art 3

Term: Full Year or Semester

Grade Levels: 11-12

Term: Semester, Daily

Credits: 1

Semester 1: Advanced Drawing/Painting and Portfolio Preparation

This class is intended for the student who is interested in the practical experience of 2D art. Students will begin to develop a portfolio that expresses their own unique voice through observational drawings/paintings including advanced still lifes, landscapes, and figures. A strong emphasis is placed on the principles of design and their uses within student artwork.

Semester 2: Printmaking and Portfolio Preparation

This course will explore a variety of printmaking methods, including linoleum carving, monoprinting, engraving, and screen printing. Students will expand their knowledge of the elements of art with an emphasis on the principles of design. This course is intended to give students breath within their 2D portfolio. Relevant artists/movements will be investigated as students enhance their abilities to discuss and critique their prints as well as their classmates.

Studio Art 4 /AP Studio Art

Grade Levels: 9-12

Term: Full Year

Term: Semester, Daily

Credits: 1

Prerequisite: *See AP Policy*

This year long course is designed to prepare students for the AP Art Exam. Students choose an area of concentration - 3D, drawing, or 2D design – and develop a portfolio demonstrating their range of concepts, techniques, subjects, and approaches to design through their own voice developed over their art careers.

Yearbook

Grade Levels: 9-12

Term: Full Year, Daily (3x a cycle)

Credits: .5

This course allows students to take part in the creation of CCS's *Anamnesis* yearbook. Students will learn how to take crisp pictures that have good composition and incorporate them into a page layout program used to make the yearbook. Students will be paired with an experienced student to aid and guide them through their first few pages. Students are required to be able to take pictures for clubs, events, and sports teams throughout the year. Many of these events need to be photographed after school or on the weekends. This course requires a strong commitment, but will help students to build design and project management skills through creative expression.

ENGLISH LANGUAGE ARTS ELECTIVES

Public Speaking

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

In relation to public speaking, this course emphasizes both verbal and non-verbal communication skills. Students participate in public speaking exercises, with a primary focus on both preparation and delivery. Themes include how-to, persuasive, informative, and acceptance speeches.

Literature & Film

Grade Levels: 10-12

Term: Semester, Daily

Credits: .5

This course focuses on analyzing popular films adapted from literary works in various genres. Students will read critically and then view, interpret, and analyze each film. Assessments will include written comparative/interpretive pieces and participation in class discussions.

Elements of Poetry

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This course is a basic study of the elements of poetry with an emphasis placed on poetic forms and poetic devices. Students survey poetry from a variety of eras and cultures. Their poetic journey begins with the classics and spans the modern and contemporary movements. As students read, write, and recite poetry, they develop an appreciation for poetry as an art form while experimenting with a variety of techniques. Students collaborate with classmates during poetry workshops to receive feedback and have the opportunity to critique their works. The final project incorporates a poetry portfolio representing a range of poetic styles.

Journalism/Newspaper

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This course focuses on all aspects of newspaper production. The class will study various steps of newspaper publication: brainstorming, the interview process, the writing process, editing, and layout. Students will write stories, editorials, features, sports articles, and opinion pieces. All students enrolled in this course are responsible for the production of a monthly newsletter.

Modern Playwrights

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

In this course, students will explore how modern playwrights craft plays that reflect their specific time and culture. Students investigate how to analyze a dramatic work as both literature and performance art. Students will explore how drama weaves the literary forms of narration and poetry through dialogue, exposition, and skillful characterization. Students develop a greater understanding of today's society as they analyze casts of characters, settings, descriptions, dialogue, and stage directions. Works studied include those from 1880 to the present.

Media Literacy

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Advertising companies develop sophisticated techniques to persuade consumers to purchase their products. The sale of products is not the only persuasion in modern media. Ideas about success, beauty, and family are often distorted, contain stereotypes, and present impossible role models for viewers. This class will explore advertising techniques and how our culture is defined by the methods of a market economy. Although some of the class will be spent viewing examples of commercials, television shows, and movies, the emphasis of the course is on analysis of methods of modern media. Students will be required to participate in class discussions and submit written perspective essays.

Information & Media Literacy

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Information & Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in our media-savvy and technology-rich culture. In a world saturated with media messages, digital environments, and social networking, concepts of literacy must expand to include all forms of media, such as advertisements, blogs, websites, social media, news media, and wikis. Information & Media Literacy enables students to read, comprehend, interpret and make informed judgments as users of information and media, as well as to become skillful creators and producers of their own information and media messages.

History & Literature of the Holocaust

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Students will investigate history and literature before and after the Holocaust. Using various multimedia and primary and secondary sources, students will take a look into the lives of children, Semitic and anti-Semitic Germans, survivors of the concentration camps, and residents of the ghettos. Students will not only gain insight into a dark chapter of human history, but they will also learn valuable lessons about humanity as a whole.

SAT Language Arts Prep

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

The SAT Language Arts Prep elective is designed to help students strengthen their reading and writing skills for the verbal sections of the SAT. The course emphasizes literary skills essential to the exam such as grammar and sentence construction. Students will review effective test-taking strategies and continue to develop skills/strategies for reading and writing.

Creative Writing

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

In this course, students explore the art of storytelling. Particular emphasis is placed on creating short works of fiction and learning the techniques of short story writing. Students will learn specifics of plot structure, conflict creation, dialogue, character development, and voice.

Theater I

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

In this course, students will study and experience theatre from a holistic view with equal emphasis on performance, directing and producing, and technical theater. Students will examine the history and culture of theater around the world and become familiar with different performance styles. Students will also hone their story-telling skills through writing and the performance of original scenes/monologues.

Theater II

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This course is a continuation of Theater I. Students will be given the opportunity to express their creativity through the dramatic arts. They will discover improvisational acting through exercises and interactive videos. Students will apply writing skills to character development and script writing. Students will research and present production plans outlining the process of producing a play. To take this course, students must have a passing grade from Theatre I.

HEALTH & PHYSICAL EDUCATION ELECTIVES

Anatomy & Physiology

Term: Year, 3x per cycle

Credits: 0.5

The goal of this elective course is to familiarize students with the structure and function of the major organ systems in the human body and create an appreciation for the complexities and interrelationships among the systems. Course content will appeal to students that are interested in pursuing careers and college majors in the medical field. Upon successful completion of the course, students will be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

CPR/First Aid

Term: Year, 3x per cycle

Credits: 0.5

High school students will develop skills in CPR, AED, and first aid - becoming a confident group of first responders. Through EMS Safety Services, students are certified responders for a two-year period. You can access their website at <http://www.emssafetyservices.com>. Our course is current with currently-accepted guidelines. The course is a mixture of DVDs, direct instruction, and hands-on practical skills. The DVDs emphasize key points and also illustrate practical scenarios. Each student will receive a workbook and first aid supplies for practice. At the conclusion of our course students will take a multiple choice test in each area of certification, and upon successful completion of the written and practical skills test, they will receive an individual certification card. Students will retain their student workbooks for future reference.

Personal Fitness I, II, and III

Term: Year, 3x per cycle

Credits: 0.5

Strength training allows students to develop and apply learned knowledge of personal fitness components to individual fitness programs. Each of these three consecutive Personal Fitness electives will focus on continuously improving muscular strength, muscular endurance, cardio-respiratory endurance, flexibility, and body composition. Students will be graded on daily effort, assignments, and projects.

Competitive Sports I, II, and III

Term: Year, 3x per cycle

Credits: 0.5

The purpose of each of these three consecutive Competitive Sports Electives is to provide learning experiences that will lead to a continuing development of basic skills in team sports. An emphasis will be placed on several different types of sports including basketball, flag football, ultimate Frisbee, soccer, team handball, speed ball, and volleyball. Students will be taught the rules and regulations of each sport and will practice the necessary skills to be successful at each sport. As students advance in each course, they will have the opportunity to take leadership roles as team captains and sport instructors. Additionally, students will gain experience working as a team towards achieving a common goal.

Lifetime Fitness I, II, and III

Term: Year, 3x per cycle

Credits: 0.5

Each of these three consecutive Lifetime Fitness Electives is designed to provide students with the skills and knowledge to be continually active for the rest of their lives. These activities will be lower impact than those in Competitive Sports I, II, and III. They will include Volleyball, Frisbee, Disc Golf, Badminton and other similar sports.

MATHEMATICS ELECTIVES

Introduction to Personal Finance

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

In this class, students will learn how to responsibly and effectively manage money. Topics include goal setting, financial planning, career selection, personal budget, saving and investing, credit and credit cards, debt, and insurance.

SAT Math Prep

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Geometry

The SAT Math Prep elective is designed to help students strengthen their mathematical skills for the math section of the SAT. Students will review effective test-taking strategies develop skills and strategies necessary for being successful on the SAT. *Materials Needed: Graphing calculator.*

MUSIC ELECTIVES

Introduction to Guitar

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This is an introductory course to familiarize students with the basic elements of guitar playing. It is designed for individuals with little or no experience playing the guitar. Students will learn how to recognize the parts of a guitar, tune the instrument, read music, play melodies, study basic chords, and identify proper hand positions. This course is largely performance-based. Students will be assessed on participation, practice, and performance.

Intermediate Guitar

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This course is a continuation of *Introduction to Guitar*. Topics include learning to read *Tabs* notation, complex chords and continued melodic technique. To take this course, students must have taken *Introduction to Guitar*. Students will be assessed on participation, practice, and performance.

String Orchestra

Grade Levels: 9-12

Term: Year

Credits: .5

String Orchestra is open to students with experience playing the violin, viola, cello, and/or bass, interested in developing their individual and ensemble skills. Emphasis includes listening and playing as an ensemble, and more specific technical skills such as intonation, phrasing, rhythm, bow techniques, vibrato, shifting, higher positions, and tone production. Rehearsals and lessons are mandatory. Participation in all public performances is required.

Concert Choir

Grade Levels: 9-12

Term: Year

Credits: .5

Students will perform various classic and modern choral literature throughout the year. They will learn proper vocal technique and skills in maintaining vocal health. There is also an emphasis on sight-reading and the development of aural skills. Members of the Concert Choir are required to attend rehearsals and performances after-school. Small group or individual rehearsals are also mandatory. Participation in all public performances is required. Students enrolled in this course will also be eligible to audition for our select Chamber Choir ensemble.

Concert Band

Grade Levels: 9-12

Term: Year

Credits: .5

Students will perform various works of music throughout the year. Emphasis is on technique, skill development, and practice. Members of the concert band are required to attend all rehearsals and participate in all public performances. Small group or individual lessons are also mandatory.

Jazz Band

Grade Levels: 9-12

Term: Year

Credits: .5

Students will perform various works from different jazz genres throughout the year. All students playing a Big Band era jazz instrument are welcome to join Jazz Band. Unless the Director grants approval, students must also participate in Concert Band. Emphasis is on technique, skill development, and practice. Members of the Jazz Band are required to attend all rehearsals. Small group or individual lessons are also mandatory. Participation in all public performances is required.

Keyboard

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This introductory course familiarizes students with the basic elements of piano playing. It is designed for individuals with little or no experience playing the piano. Students will learn to read music, identify proper finger techniques, study chords, and play melodies. This course is largely performance-based. Students will be assessed on participation, practice, and performance.

Literature of the Musical Theatre

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Students will gain an understanding of the literature of musical theater and the needs/demands of a professional performer. Due to the nature of musical theatre throughout history, this course will frequently include complex subject matter such as premarital sex, strong language and racial slurs, gender and sexual identity, gang violence. Previous experience in theatrical performance and/or vocal performance is required.

Music Theory & Composition I

Grade Levels: 10-12

Term: Semester, Daily

Credits: .5

This course is recommended for students with basic or intermediate music skills and will provide a general understanding of music fundamentals including reading, clefs, scales, intervals, triads, chords, and elements of notation. Students will participate in a variety of activities to enhance learning including writing short pieces of music, sight-reading, and analysis of melodies, intervals, and chords.

Music Theory & Composition II

Grade Levels: 10-12

Term: Semester, Daily

This course is recommended for students with intermediate or advanced music skills who plan on taking AP Music Theory. Students will examine music fundamentals including note reading/clef reading, scales, intervals, triads, chords modes, and elements of notation. Students will participate in a variety of activities to enhance learning including writing short pieces of music, sight-reading, and analysis of melodies, intervals, and chords.

AP Music Theory

Grade Levels: 10-12

Term: Year, Daily

Credits: 1.0

Prerequisite: Music Theory I and preferably II or Instructor approval. Also *See AP Policy*

This course is recommended for students with intermediate or advanced music skills and will provide an understanding of the fundamentals of music including reading, clefs, scales, modes, intervals, triads, chords, and elements of notation. Students will participate in a variety of activities to enhance learning in this course: writing short pieces of music, sight-reading/singing, and analysis of melodies, intervals, and chords.

SCIENCE ELECTIVES

Astronomy

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This course provides a better understanding of our solar system, stars, galaxies and the universe. Students will increase their understanding of how the Earth formed and the place that our solar system occupies within the universe. Students will explore current events occurring within astronomy and what eventually will happen to this planet we call home.

Electronics

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

The Electronics elective is an introduction to electricity, current, resistance, and voltage. Through hands-on learning, students will be involved in the process of building circuits and using common electronics testing devices.

Wildlife, Ecology & Conservation

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

A better understanding of our wildlife greatly assists in management, conservation, and protection of various species. This course involves attracting and sampling wildlife for the purposes of study. Students will increase understanding of biodiversity. They will also participate in bird identification, ecosystem study, and the study of predators and conservation. This course often meets outdoors on the Collegium campus and in the Oaklands Corporate Center.

Science Behind the Scenes

Grade Levels: 9-12

Term: Semester, Daily

Credits: 0.5

This course explores different aspects of everyday life including how cell phones work, computer hard drive components, and the science behind *Aspirin* relieving headaches. Emphasis is placed on developing academic research and presentation skills in addition to understanding the role of science in everyday life.

Scientific Issues & Trends

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

The Scientific Issues & Trends elective course provides students with an opportunity to research, investigate, and discuss the most recent issues and trends in the scientific community.

Vertebrate Paleontology

Grade Levels: 9-12

Term: Semester, Daily

Credits: 0.5

Vertebrate Paleontology is the study of ancient animals that have a vertebral column: fish, amphibians, reptiles, birds, and mammals. This class will focus on gaining a deeper understanding of vertebrate evolution through hands-on activities, projects, and nonfiction books.

SOCIAL STUDIES ELECTIVES

Contemporary World Issues

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This course discusses real world current issues that society is struggling to resolve. It covers many academic disciplines and considers current, important problems that we face today. Emphasis is on education of political and social issues, research, discussion, deliberation, choice making, informed decisions, and consideration of different viewpoints.

Myths, Legends, and Mysteries of History

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Students in this course will investigate the myths and legends of a variety of cultures as well as study famous unsolved mysteries. This project-based course will allow students to use a variety of technology, primary, and secondary source materials in class discussion to enhance their critical thinking and presentation skills.

Philosophy and Ideology

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This course focuses on major philosophical concepts throughout history and encourages students to think using analytical and interpretive exercises. Students will also work on applying these concepts to everyday life.

Social Problems

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This course analyzes modern America and the problems our society faces. Crime, poverty, and education are key topics. A primary goal of the course is to encourage students to make educated decisions and understand the social system of our country.

STEAM ELECTIVES

Autodesk Inventor CAD

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Autodesk® Inventor® is parametric CAD software offering an easy-to-use set of tools for 3D mechanical design, documentation, and product simulation. This course is designed to give you a solid understanding of Inventor features and capabilities from the basics through advanced components. This course is designed to use all learning styles from text, audio, video, interactivity, and quizzes to practical “Let Me Try” examples.

Computer Applications

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This Microsoft Office Specialist course reinforces computer basics and utilizes Microsoft applications. Students utilize Microsoft Word, Excel, and PowerPoint and continue learning the computer skills necessary for use as a high school and college student. Emphasis is on creating, formatting and finalizing documents for presentation.

Computer Integrated Manufacturing

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This Project Lead the Way (PLTW) course, Computer Integrated Manufacturing, is a high school level course that is appropriate for students interested in manufacturing and automation. It is recommended that students are concurrently enrolled in college preparatory mathematics and science courses.

Digital Photography

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Foundations of Art

This course is an introduction to the basic principles and theories of photography. Students will need access to a digital SLR camera (not a point-and-shoot camera or phone camera) to take photographs. The main part of this course will cover digital camera operations and image composition. Students will be introduced to image correction and enhancement via image manipulation software, as well as stop-motion photography. Photos in this course will be seen as fine art that communicates a message and allows for critical thinking.

Materials Needed: Sketchbook and supplies from Foundations of Art and a digital SLR camera.

Digital Production

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This course is a combination of video and audio projects. In this course students will become acquainted and understand the process of creating digital video and podcasting projects. Get ready to create three short films: an experimental, fiction, and nonfiction film. Readings, assignments, and critiques will help you understand the filmmaking process. In addition, you will create three podcasts: six sounds, a radio show and a podcast of your choice.

Introduction to Engineering

Grade Levels: 9-12

Term: Year, Daily

Credits: 1

In this Project Lead the Waay Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. Open to Honors and high level CP students who have taken Algebra 1.

Podcasting

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Podcasting is a way to distribute downloadable digital audio and video files via the Internet for use on the listener's computer, iPod, handheld or other devices that play the files. Students will learn how to find and use great podcasts as well as how to create and publish their own audio programs using Audacity and Garage Band. Students creating podcasts have the opportunity to share with a potential worldwide audience. Podcasts can deliver educational content for listening or viewing on your computer and iPod, freeing learning from constraints of the physical classroom.

S.T.E.M.

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

S.T.E.M. stands for science, technology, engineering, and mathematics. This course features the use of Arduino microprocessors. Arduino is an open-source electronics prototyping platform based on flexible, easy-to-use hardware and software. In this course students will learn how to assemble simple electronic circuits and program commands into the Arduino microprocessor.

S.T.E.M. Business

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This course offers the opportunity for students to explore, learn, and work on projects that relate in the Science, Technology, Engineering and Math disciplines (S.T.E.M.). Students will create a real-world business, build and design the facility using Google Sketch-up, incorporate graphic design, create desktop publishing projects, forecast expenses, balance financial records, and produce advertising and marketing tools and campaigns.

S.T.E.M. Engineering

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

S.T.E.M. Engineering is a course designed to introduce students to the world of technology and engineering, as a first step in becoming technologically literate citizens. Through this course's practical real-world connections, students have an opportunity to see how science, mathematics, and engineering are part of their everyday world, and why it is important for every citizen to be technologically and scientifically literate. Students learn and apply the engineering process to define and solve problems by inventing and improving products, processes, and systems.

Toys to Tools

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This course focuses on the potential benefits of using cell phones and other mobile devices in learning. Cell phones are not just toys - they are essential tools students use to communicate with the world around them. Students will learn the many uses of various free apps to create in-school projects and other projects across the curriculum. The goal is to use cell phones as both learning tools and lifelong professional tools rather than as just a social toy.

Video Production

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

The overall purpose of this course is to provide students with a challenging environment to explore the use of video in a school setting. Students will use, analyze, and create video media to express themselves through the development of short video assignments. Special attention will be given to the fundamental principles of video camera use and digital video editing using an Apple iMac. Students will develop ideas individually or within groups, compose an outline/proposal, and write a script from their outline. Students will learn that a film is the product of creativity, writing, rewriting, collaboration, and mastery of technical skills.

Vex EDR Robotic Engineering

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

The VEX EDR Curriculum is designed to help students master the fundamentals of robotics and the engineering design process while learning to use industry-leading CAD software and the leading classroom robotics solution. Students will walk through the design and build a mobile robot to play a sport-like game. During this process they will learn key S.T.E.M. principles, and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in the classroom.

WORLD LANGUAGE ELECTIVES

Latin American Culture

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This elective course focuses on various elements of Latin American culture. Students study traditions, family structure, customs, food, clothing, and other cultural identities of Hispanic populations throughout Latin America.

Spanish Culture

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This elective course focuses on various elements of culture in Spain. Students study traditions, family structure, customs, food, clothing, and other cultural identities of Spain.

Spanish Literature

Grade Levels: 10-12

Term: Semester, Daily

Credits: .5

Prerequisite: Spanish II or Extended Spanish II

This elective course fosters increased development of Spanish literacy. Students read short works of fiction, Spanish newspapers, journals, and other literary pieces. Brief writing assignments and class discussions are often utilized in conjunction with readings.

Translation & Interpretation Skills

Grade Levels: 10-12

Term: Semester, Daily

Credits: .5

Prerequisite: Spanish IV

This elective course introduces students to the techniques and procedures of conveying an accurate and efficient translation and interpretation. Students focus on translation skills through familiarity with different types of language – mainly taken from Spanish newspapers - including reporting, sports, columns, advertisements, and correspondence. Students learn common mistakes in translation and interpretation. They extensively utilize their Spanish listening and speaking skills as they attempt accurate oral interpretations.

Hispanic Poetry

Grade Levels: 10-12

Term: Semester, Daily

Credits: .5

Prerequisite: Spanish III or Extended Spanish III

This elective course introduces students to a variety of Spanish language poems from both Spain and Latin America. Students will learn about literary figures and metrics in order to better understand and analyze poetry. Students will also have an opportunity to write their own Spanish poetry.

Hispanic Art and Architecture

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This elective course focuses on various Hispanic artists and architecture. Students study individual artists throughout history and their corresponding artistic movements.