

Friendship Technology Preparatory Academy

"A House Built by Grit...Driven by Innovation"



2020-2021 Policies & Procedures Course Catalogue

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DC! PUBLIC CHARTER
SCHOOL BOARD

Mission Statement

The mission of Friendship Public Charter School is to provide a world class education that motivates students to achieve high academic standard, enjoy learning and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities.

Core Values

Integrity	Be honest and fair to others.
Responsibility	Choose right over wrong; accept consequences for your actions.
Confidence	Know that you can achieve.
Caring	Help others.
Commitment	Find your purpose, and stay true to it.
Patience	Face problems with understanding, not anger and violence.
Persistence	Do not allow anyone, not even you, to steer you off the road to success; be determined to achieve.
Respect	Hold others in high regard and understand that you can learn from them. See each person's value.



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General Information

School Administration

Kun Ye Booth, Principal

Lynne Jones, Academy Director

Tiffany Mason, SPED Coordinator

Brandon Thompson, SSST Coordinator

Chantel Williams, Dean of Students

Tamaira Shaw, Guidance Counselor

Tuwanda Jackson, College & Career Counselor

Overview

The "Framework for the Guidance Department" envisions a school counseling program supporting all students in their educational, career, personal and social development thus enabling them to become life-long learners and productive citizens in our communities and around the world.

The Role of the School Counselor:

- To counsel with students individually and in small groups
- To present developmental lessons in the classroom and in small groups
- To serve as a student advocate
- To consult with teachers, administrators, school support personnel, parents and business/community agencies
- To participate in school meetings
- To work with parents in teaching effective parenting skills, creating a positive environment, and encouraging parent participation
- To provide staff development in identified areas of need and in orientation to the school counseling program
- To provide leadership in career development of all students
- To coordinate school activities pertaining to the school counseling program
- To facilitate the evaluation of the school counseling program.

Students and/or Parents may make an appointment to see a counselor by filling out an appointment request in the guidance department suite before school, lunch, or after school. Students and parents are urged to utilize e-mail and voice messaging to contact counseling staff. The Guidance Department will also schedule parent-teacher conferences when all of the student's instructors are available to attend. However, if a parent wishes to meet with a single teacher, the parent should contact that teacher individually.

To counsel with students individually and in small Conferences arranged through the guidance office will be scheduled in a timely manner. Students are requested to attend conferences with parents.

Grading Scale

All students are encouraged to maximize their learning opportunities by enrolling in rigorous courses that help them to reach their full academic potential. However, it is sometimes difficult for students to see the benefit of completing more challenging courses. In deciding a course of study, it helps to understand exactly how course performance relates to GPA and class ranking. Equally important is the value of rich curricular experiences that allow students to position themselves for success beyond high school. In order to encourage and reward students for completing upper level courses, grades for such courses are weighted according to the following scale:

Friendship Technology Preparatory Academy uses the following grading scale to determine grades for students in 9th, 10th, 11th, and 12th grades 2017 - 2018 school year.

Please note that Advanced Placement and Honors Placement Courses are weighted differently. Advanced Placement courses receive an additional .50 added GPA points. Honors courses receive an additional .25 added GPA points.

Transcript grades are actual grades earned.

Grading Information

Percent	Letter Grade	Academic	Honors Weights	AP College Weights
98%-100%	A+	4.00	4.50	5.00
94%-97%	A	4.00	4.50	5.00
91%-93%	A-	3.66	4.16	4.66
88%-90%	B+	3.33	3.83	4.33
84%-87%	B	3.00	3.50	4.00
81%-83%	B-	2.66	3.16	3.66
78%-80%	C+	2.33	2.83	3.33
74%-77%	C	2.00	2.50	3.00
71%-73%	C-	1.66	2.16	2.66
68%-70%	D+	1.33	1.83	2.33
64%-67%	D	1.00	1.50	2.00
61%-63%	D-	0.66	1.16	1.66
60% & Below	F	0.00	0.00	0.00

All students are encouraged to maximize learning opportunities by enrolling in courses that challenge their potential. It is sometimes difficult to see the benefit of completing more rigorous courses, especially with respect to how performance in these courses relates to GPA and class ranking. However, the value of such experience's rests in the ability of the student to position himself/herself for success beyond high school. Transcript grades are actual grades earned. The student's GPA is calculated using weighted grades.

Grade Changes

Teachers desiring to submit Grade Changes should complete a Grade Change Justification Form. The form must be filled out and signed by the teacher who is changing the grade as well as the Principal. No grade changes will be honored unless the form is properly completed and signed. Grade changes must be submitted within twenty-one (21) days of the following quarter or within 21 days of the end of the school year.

All grade changes are manually entered by the Registrar.

Incomplete Grades

Students who have not completed requirements for a course due to an administratively approved circumstance will receive an incomplete grade. To meet eligibility requirements, Friendship Technology Preparatory Academy requires grades to be corrected within twenty-one (21) days after the end of each quarter. If a grade change form is not submitted, an automatic failing grade of F will apply. It is the student's responsibility to meet with the teacher to obtain the required assignments necessary to successfully complete the course.

Report Cards

A formal report card will be issued at nine-week intervals and a report bearing the final grade in each course taken will be provided to each parent on Star Day at the end of the eighteen-week semester period. Parents are given a school calendar of the dates for which these report cards are issued. The semester or final grade is the only grade that appears on the student's high school transcript and is the grade that determines whether or not the student passes and receives unit credit for the course. Each semester course passed earns unit credit toward graduation and is earned independently of other units or courses. Semester grades in the two separate semesters of the same course (i.e. first and second semesters of Algebra I) are each worth 40% of the final grade for the course, with the remaining 20% reflecting the final exam. The student does pass or fail each semester independently; only the final grade for the year is counted for two- semester courses. Semester grades are recorded on a student's transcript. The transcript is the student's official record, not the grade report. Parents/guardians have an opportunity to meet and confer with the teachers of their children and to pick up their children's progress report at the midpoint of 1st, 2nd, 3rd and 4th marking periods. Report Cards will not be released without a parent/ guardian conference to discuss the needs of the student. It is mandatory for a parent/ guardian to attend the school Start Day.

Grading Information

- First Quarter
 - ✓ Progress Report mailed home to parents
 - ✓ Report Card issued QLC
- Second Quarter
 - ✓ Progress Report mailed home to parents
 - ✓ Report Card issued QLC
- Third Quarter
 - ✓ Progress Report mailed home to parents
 - ✓ Report Card issued QLC
- Fourth Quarter
 - ✓ Progress Report mailed home to parents
 - ✓ Report Card issued QLC

Progress Report

A progress report is mailed to the parent four and a-half weeks into each quarter, for a total of four times each academic year.

Weekly progress reports are available for students experiencing academic difficulty. The progress report is given to parents on a weekly basis to sign and return to the Guidance Counselor. Students utilizing this method of reporting are required to hand carry the report to their individual teachers. Students who are in danger of failing will be provided with academic intervention resources.

Classification of Students

Friendship Technology Preparatory Academy operates under the yearlong system. Each class provides 1-unit credit. Guidance counselors will review students' transcripts and reclassify students during the conclusion of the school year for proper classification.

- 10th Grade must have 5 or more credits
- 11th Grade must have 11 or more credits
- 12th Grade must have 17 or more credits

Seniors Failing to Meet Gradation Requirements

A student should complete graduation requirements in four years of high school attendance. Students who are able to complete graduation requirements over the summer can participate in the summer graduation exercises. Students taking courses outside of Friendship must submit documentation of enrollment upon entry, and submit final grades from the attending school before the deadline for summer school graduation.

In the event that additional time is required an evaluation conference will be conducted at the beginning and the end of each additional semester with parent, student, grade level administrator and counselor. If it is determined that there has been little or no effort of advancing toward graduation, an alternative education plan will be suggested.

Transfer Students

A student transferring to Friendship Technology Preparatory Academy will be enrolled only with an official transcript or report card and upon completion of a comprehensive transcript audit conference with a guidance counselor. In addition, the SIMS staff will contact the student's previous school to verify the accuracy before a student is officially admitted. Transfer students must complete 100 hours of community service in order to receive a diploma.

Transfer Credits From Middle School

A student will only receive high school credit for the course upon successful completion of the high school final exam and a passing grade. The student will have the opportunity to take the school final exam. If the student correctly answers at least 70% of the

questions on this exam, he or she will earn high school credit for the class. If not, the course must be retaken on the high school level.

NCAA Clearinghouse

The NCAA Clearinghouse is an organization which determines a student athlete's eligibility for athletics participation in his or her first year of college enrollment. The NCAA Clearinghouse evaluates the student's transcript to determine if a student is eligible to participate at a Division I or II college as a freshman student-athlete. Students must register and be cleared through the NCAA Clearinghouse in order to play at a Division I or II college. The NCAA recommends that students register during their junior year. Students need to request official transcripts to be sent to NCAA upon initial registration and again after graduation.

Student Schedule

Pre-Registration

Registration materials will be distributed to the students and will include the schedule change policy. Students are encouraged to attend career fairs and read in detail, the course description section prior to selecting courses.

Planning for next year's classes is an important decision involving numerous factors. Consider past performance, future career goals, and speak with guidance counselor and teachers when making your decisions.

Registration

To aid in making decisions on course selections, students are provided registration guidelines, a course description manual, transcript, graduation requirement check list, and registration form. Counselors and teachers may provide additional information about specific courses. Parents and students are encouraged to review the information to make careful decisions when selecting courses. The Guidance Department is open during the summer to assist students with schedule changes.

Schedule changes are made only for the following:

- Duplicate Course
- Credit already received for the course during Summer School or Saturday School
- Course prerequisites are not met
- Incorrect course sequence
- Courses needed for graduation
- Academy change

Schedule Changes

Students requesting a *Schedule Change* should complete a *Schedule Change Form* which can be obtained from the guidance suite.

Student schedule changes will be made on a **need basis only**. Schedule changes are not permitted beyond the sixth day of the semester. Schedule changes will only be honored under the following circumstances:

- Repeating a course
- Missing a class/Incomplete schedule
- Senior missing a graduation requirement

The above changes require the approval of the School Counselor and Director of Guidance. The Director of Guidance's signature may also be required for special circumstances.

Schedule change forms will be filed in the student's cumulative file along with copies of their previous and current schedules.

Transcript Request

Students desiring a copy of their transcript should complete a *Transcript Request Form* available in the Registrar's Office. Please allow a 48-hour time frame maximum to process transcripts, scholarships, college applications, recommendations, etc. Guidance is not responsible for mailing out transcripts or other documents that are requested by students. Guidance will only take responsibility for transcript and record request that are made directly from a particular college or university.

Credit Recovery Options

CREDIT RECOVERY OPTIONS

Summer School/Saturday School

Friendship Technology Preparatory Academy will offer summer classes and Saturday classes for those students who need academic course work, skill training, or remedial instruction. Students may also take courses for advancement and enrichment purposes. Students are required to make up graduation requirements and to keep up with their program of study by attending summer school and Saturday school.

Students attending out of the district summer school or night school programs must have approval prior to attending in order for credit to be accepted. In order for any summer school course work to be counted, students must attend a school that is accredited by the appropriate accrediting association.

The grade earned in Saturday/Summer School, as well as the failing grade in the course, will appear on the student's transcript. Both grades will be used in calculating the student's G.P.A.

Summer/Saturday School grading and attendance policies are governed by policies as outlined during the regular school year. Dress code is consistent with the regular school year policy.

Final grades for Saturday/Summer School will be entered into PowerSchool and filed in the student's file.

If a student fails to attend a Saturday/Summer school course as required, he/she will not be able to enroll in that course at TECH PREP at a later time.

Correspondence Courses

Students have the option of registering for a correspondence course from an accredited agency in lieu of taking courses in night school. The student must obtain pre-approval from their school counselor and grade level administrator to register. Students must submit all forms and payments independently. Final grades will be manually entered by the SIMS Staff and filed in the student's cumulative file.

Independent Study

Independent Study courses are available only for senior students. A student may not carry more than one Independent Study per semester and may not apply for more than three credits towards his/her graduation requirements.

The student must meet with the Parent, Director of Guidance, Senior Counselor, Principal and the selected teacher.

An Independent Study Contract form must be completed and signed by student, parent, teacher, Principal, and guidance counselor for final approval. The contract must be finalized within three days of the start of the semester.

Independent study is the last option after Saturday School, Night School and Summer School possibilities have been exhausted.

Graduation Requirements

A total of twenty-four (24) Carnegie Units/Credits including four years in each of the Core Subject Area must be obtained in order for a student to receive a high school **diploma** from Friendship Technology Preparatory Academy:

<u>Course</u>	<u>Credits</u>
English	4.0
Math	4.0
Science	4.0
Social Studies	4.0
World Language	2.0 (Same language)
Academy Courses/ Electives	3.5
Health/PE	1.5
Music	0.5
Art	0.5
Total	24.0

Class Rank

The Class Rank is reported in a percentage format using the semester percentage grades that are exported into POWERSCHOOL. Numerical and percentage information are provided to the students through the Academic Counselor.

Community Service

Friendship Technology Preparatory Academy students must complete 100 hours of community service as a graduation requirement. All students, including transfer students are responsible for acquiring 100 community service hours. The goals of the community service program are to increase students' perception of self-worth, provide experiences for students to contribute to society, and prepare students for the world of work. Service-Learning places emphasis on quality service, links academics to real life applications, and connects the classroom learning experience to career options through service.

Documented and verifiable hours are recorded on a student's transcript and are placed in the students' cumulative record along with grade reports each year.

Types of Diplomas

- *Standard Diploma* is awarded to students who have successfully completed the minimum number of academic credits in four years or

more than four years and up to 21 years of age.

- *Certification of Completion* Students with disabilities who have mastered the goals stipulated in their IEP can earn a Certificate of IEP Completion if the IEP team decides that pursuing a Certificate of Completion is the best course of study for the student. A student with a Certificate of Completions has completed high school coursework, but has not completed the requirements for a Standard High School Diploma.

Graduation Requirement Checklist

Mandatory Core Courses

- English: Literary Genres, World Literature, American Literature, English 12
- Math: Algebra I, Geometry, Algebra II
- Science: Biology, 2 Science Labs
- Social Studies: World History I & II, DC History, US History, American Government

College and Career Readiness Checklist

1. Graduation Memorandum of Understanding signed by the following:
 - Student
 - Parent
 - Guidance Counselor
2. Two Acceptance Letters to 2 or 4-year institutions (provide copies of letters)
3. SAT and ACT Testing
4. Submit Personal Statement/Essay
5. Complete & present senior thesis paper
6. Complete Free Application for Federal Student Aid (FAFSA)

Recording and Receiving Grades

Friendship utilizes Power School. Power School is a fully integrated, web-based, cross-platform student information system that the District began using in August 2007.

Progress reports, final quarter and final semester grades are entered into Power Teacher by the teacher. They are then printed and reviewed for approval by the Principals. Upon approval, report cards are then printed from Power School. District Office will then roll over the grades into Power School. Teachers will provide a hard copy for their Principal. The SIMS staff will store hard copies for up to five years in a designated binder located in the SIMS office.

All teachers are required to complete a clearance process at the end of each school year. Failure to comply will be noted on the offending teacher's end of the year appraisal and will result in negative documentation on the employee's record.

Cumulative GPA

The cumulative GPA will be inclusive of all final grades to date from the current year as well as all semesters from grade 9 and forward.

The cumulative GPA should be inclusive of all academic courses and any dual enrollment classes taken at another school, college or university. No classes will be eliminated from the calculation. The cumulative GPA should be the GPA that is reported to colleges and universities upon request for the entrance criteria.

To calculate Grade Point Average (GPA), the letter grades are converted into grade points (See grading scale on page 2). The grade is then multiplied by the amount of credit that each class is worth (i.e. .5, 1, or 2) which is listed on the "CR" portion of the transcript. The grade points earned are then added together and divided by the number of total credits that were attempted that semester/year. The result is called the Grade Point Average (GPA)

Grading

POWERSCHOOL should convert the percentage grade from the grade book into the 4.0-point GPA scale. The Quarterly GPA should include all of the classes attended during the current quarter. It will be reported on the grade card with 2 decimal places. To determine the GPA of a student, add the sum of the actual letter grades, then divide by the total number of course taken.

Example:

English	A	4.0
Math	B+	3.25
Social Studies	C-	1.75
Science	A	4.0
PE	B-	3.75
Elective	A	4.0
Academy Course	B	3.0

23.75

23.75 divided by 7 = 3.39 (C+ average)

Credits

Credit should be issued at the close of each semester. A student should receive credit for a class if his/her grade reflects a passing mark according to the grading scale. Due to a longer than average school day, students attending Friendship Technology Preparatory Academy receive 1 credit for a semester course opposed to .5 credits given in other school districts. If a student withdraws from Friendship Technology Preparatory Academy before the close of a semester, Friendship Technology Preparatory will generate a progress report that will go the student's next school. The progress report is a reflection of the student's work to date in each class. It will not reflect credit, since it is not the end of the semester. Special situations or exceptions can be made by the Principal.

Transfer Credits

Transferred credits and grades from other school systems shall be converted by the registrar into

appropriate TECH PREP credits and are included in the computations.

Recording and Receiving Grades

Courses in subject areas not traditionally taught at TECH PREP, such as religion or driver education, can be accepted as electives.

For transferred credits (non-TECH PREP courses) to which marks such as “O” (Outstanding), “S” (Satisfactory), and “U” (Unsatisfactory) or numeric grades or percentages have been assigned, the school must secure or translate such marks to a scale of A, B, C, D, and F. These courses must be entered into PowerSchool separately.

Reporting Student Achievement

Student Achievement is reported to parents and guardians throughout the semester in several different methods:

- **Report cards:** Issued on a quarterly basis, report cards show academic grades. Current school year report cards are filed in the front office.
- **Quarterly Progress reports:** Progress reports are sent to the parent by mail for all students. Teachers send interim reports midway through the quarter to parents. Students who are in danger of failing will be provided with academic intervention resources as stated previously.
- **Parent conferences:** Teachers and parents may request additional conferences aside from Star Day to discuss student progress and/or concerns, as needed. Parent conferences are encouraged for students who are in danger of failing or dropping more than one letter grade during the marking period.
- **Parent Portal:** Parents have PowerSchool access log-ins to monitor student’s academic progress. Parents have access to attendance, test scores, home- work assignments and project grades.
- **On-Course Systems:** Parents have access log-ins to monitor lessons and activities the student is working on each day in class. Parents can access assignments any time a student is absent.

- **Informal methods:** Teachers also may use a variety of methods to report achievement and learning skills to students and parents, such as telephone calls, e-mail, observation records, and feedback sheets.
- **Teacher feedback:** Teachers give feedback on class work and homework to ensure that students learn. This feedback may be oral, as in reviewing assignments and assessments in class. The feedback may be written, as in writing comments on assignments. Teachers may provide feedback to individual students, small groups, or the entire class. Teachers will respond to parent contact within 1 business day of initial contact.

Parents are encouraged to talk to their child’s teachers about specific questions concerning grades.

Grading and reporting procedures require teachers to inform students and parents in writing at the beginning of a year or semester, or when grading procedures change, about the following:

- Class or course expectations
- What is included in the grade?
- How grades are determined, including weights and proportions
- This information should include details about course-specific processes for homework, re-teaching/ reassessment, and any other grading processes specific to the course. Friendship Technology Preparatory Academy will communicate school wide decisions about grading processes to students and parents before and during the school year through summer mailings, school newsletters, Web sites, and meetings.
- While Tech Prep is responsible for keeping parents informed of the educational progress of their children, it is also important for parents to take responsibility for staying informed about children’s performance by responding to teachers’ phone calls or notes,

understanding report cards and discussing concerns with teachers and counselors.

Recording and Receiving Grades

At the end of each semester beginning in the student's freshman year, the counselor will review a child's academic performance. With the goal of graduation, a student will have a conference with their counselor at the conclusion of the third quarter of their junior year to complete a letter of understanding. The letter will be reviewed at the conclusion of second semester to include a parent's signature. The counselor will meet with the senior student to complete a senior letter of understanding at the beginning of their fall semester to ensure that there are no amendments that need to be made to the student's schedule.

Individualized Learning Plan (ILP)

ILPs are a mapped academic plan and profile that reflect each student's unique set of interests, needs, learning goals, and graduation requirements. A team, including the student, his/her family, the school counselor, advisor/teacher, and/or mentor, help write an ILP, which includes authentic and challenging learning experiences that help each student succeed. As a team, they are mutually responsible for helping the student with his/her personal curriculum and they regularly review, evaluate, and update the ILP as the student progresses. The process allows students to become active, responsible participants in their educational development and planning.

Honor Roll

Students with outstanding academic achievement will be recognized quarterly and at the conclusion of each semester in various grade level and school wide ceremonies.

Academic distinctions are Cum Laude, Magna Cum Laude, Summa Cum Laude and Principal Honors. All classes will be included in the calculation of a student's Honor Roll GPA.

- Cum Laude 3.00 - 3.40
- Magna Cum Laude 3.50-3.70
- Suma Cum Laude 3.80-3.90
- Principal List 4.00

Student Privacy

Family Educational Rights and Privacy Act (FERPA)

Friendship Technology Preparatory Academy adheres to the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). This is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Friendship Technology Preparatory Academy allows parents or eligible students to have the right to inspect and review the student's education records maintained by the school and provide copies in situations deemed necessary.
- Friendship Technology Preparatory Academy parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. Friendship Technology Preparatory Academy requires written permission from the parent or eligible student in order to release any information from a student's education record. A Release of Student Records Form can be obtained in the Main Office or from the SIMS Staff.
- However, FERPA allows Friendship Technology Preparatory Academy to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - ✓ School officials with legitimate educational interest;

- ✓ Other schools to which a student is transferring;
- ✓ Specified officials for audit or evaluation purposes;
- ✓ Appropriate parties in connection with financial aid to a student;
- ✓ Organizations conducting certain studies for or on behalf of the school;
- ✓ Accrediting organizations;
- ✓ To comply with a judicial order or lawfully issued subpoena;
- ✓ Appropriate officials in cases of health and safety emergencies; and
- ✓ State and local authorities, within a juvenile justice system, pursuant to specific State law.

The School's Student Information Manager (SIM) Director of Site Operations, and the Principal are the only staff members who have key entry access to the records area.

Student and Staff Support Team

Project Rebound Background

All educators desire to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. School systems fail to equip students with the necessary tools to better manage their behavior. Subsequently, their negative behavior often warrants in school or out of school suspension for a determined amount of days. After completing their suspension, they return back to school and are integrated into their classroom environment with little to no coping skills then when they were initially suspended. Historically, school personnel do not effectively identify and address the cause of the student's behavior. In many cases, young people who exhibit "problem behavior" are unsuccessfully coping with underlying issues that have not been properly addressed. Also, this project will also be a beneficial tool to use as an intervention in

Purpose

The purpose of **Project Rebound** is to provide therapeutic intervention in the form of individual/group counseling session(s) with all students who are exhibiting reoccurring problem behavior and for students who are returning to school from suspension or reprimanded for problem behavior.

Overview

The individual/group counseling session will consist of a one-day therapeutic intervention. The therapeutic process is a 4-prong approach:

1. An entrance interview discussing reason for suspension;
2. A review of student core values
3. A Discussion/ or Strategizing of coping skills (what could you have done differently....)
4. A development and agreement of the student contract

Referral Process

1. Dean of Students will complete referral intake form to submit to the Director of Clinical Services or Lead School Psychologist
2. Intake form will be reviewed to determine if infraction warrants Project Rebound.
3. If so, intake form will be forwarded to Staff Clinician located at the specific campus.
4. Student will undergo 1-day therapeutic intervention
5. Student will sign student contract
6. Upon staff psychologist determination, student will either exit from Project Rebound or be referred for ongoing therapy based on the need.
7. An Exit Project Rebound form will be forwarded to the Dean of Students and to the parent(s).
8. If ongoing counseling is deemed necessary, a referral form will be completed by the staff clinician and forwarded to the School Mental Health Counselor and Student Support Manager.

A letter will be given to the student, mailed home (certified), and a phone call will be made informing the parents of the schools' recommendation for further counseling sessions and the need to complete all related counseling paperwork. If the certified letter is not returned a copy of the letter and receipt of the certification will be kept in the student's primary folder.

Student and Staff Support Team

Student and Staff Support TEAM (SSST)

The purpose of SSST is to develop individual or group plans for those students identified as needing interventions or additional support. This process engages classroom teachers and parents and creates linkages to a consortium of service providers. SSST is intended to support student achievements, socialization skills, attendance and parental involvement. Guidance Staff, School Psychologists, Mental Health Clinicians, the School Nurse and other professionals are available to serve students and their families through this process.

SSST Procedure (see appendix)

1. Referral Completed
2. Data Gathered
3. Parent Contact Letter Sent to attend meeting
4. Distribute meeting Request Form to team members
5. Convene Academy/Grade Level Meeting
 - ✓ Complete SSST Meeting Notes
 - ✓ Complete six-week Intervention Plan or ILP
6. Follow-up initial Academy/Grade Level
 - ✓ Set next meeting date and time
 - ✓ Send reminder letters to Academy/Grade Level SSST members including parent
 - ✓ Send thank you letter to parent
7. Monitor implementation of Six Week Intervention Plan or ILP
 - ✓ Monitoring implementation notes from week 1-2
 - ✓ Monitoring implementation notes from week 3-4
8. Convene ongoing/final SSST Meeting
 - ✓ Complete Ongoing/Final SSST meeting report form
 - ✓ Review documentation and evaluate success of six-week Intervention/ILP
 - ✓ Select option, record on form and follow through School-Wide Tutorial

School-Wide Tutorial

School-wide tutorial sessions are held from October through June from 4:00 pm to 6:00 pm. The sessions are facilitated by the classroom teachers Monday thru Thursday and by appointments on Friday. The purpose of the tutorials is to provide homework assistance, skill enrichment and remediation. The students who are targeted are students who have a GPA average of 2.0 (C average) or below, did not master the objectives/ standards during class and those who are seeking challenges.

The activities that are being taught are re-teaching of the lesson, direct discussions and one on one assistance. Student performance and progress is tracked daily.

Saturday Learning Camp

The goal of Saturday Learning Camp is to provide students with an opportunity to address identified areas of improvement. Students in Saturday Learning Camp are not mandated but are encouraged to attend so they may remain on pace within their classes currently in progress. Moreover, it is to provide enrichment for those students who are performing but would like to solidify test taking strategies in an effort to improve their performance on standardized tests such as the SAT and DC CAS.

Student and Staff Support Team

Home Bound Instructional Services

Purpose

To delineate the procedures for governing homebound and home-based instruction.

General Statement of Policy

It is the policy of Friendship Public Charter School to provide homebound or hospital bound instruction at the district's expense for students who are prevented from attending their regular school for extended periods of time, due to care and treatment.

To ensure the student continues to make educational progress in their individual curriculum, a licensed instructor provides home or hospital bound instruction as soon as practicable under the treatment conditions of the student.

Definitions

Adult: responsible individual, age 21 or older, will be in the home during the periods of homebound instruction and that the responsible adult, if not parent or guardian, is acceptable to the homebound teacher.

Homebound: Student is prevented from attending the student's normal educational site, and needs alternative educational instruction.

Home Bound Instructional Services

Student with an IEP or student with special needs: a student that has been evaluated as having one of the following conditions and who, as a result of the impairment, needs special education and related services:

- Autism
- Developmental Delay
- Emotional Disturbance
- Mental Retardation
- Multiple disabilities
- Orthopedic Impairment
- Other Health Impairment
 - ✓ Asthma
 - ✓ Attention Deficit Disorder or Attention Deficit Hyper Activity Disorder
 - ✓ Diabetes
 - ✓ Epilepsy
 - ✓ Heart conditions
 - ✓ Hemophilia
 - ✓ Lead poisoning
 - ✓ Leukemia
 - ✓ Nephritis
 - ✓ Rheumatic fever; and
 - ✓ Sickle Cell Anemia
- Specific Learning Disability
- Speech and Language Impairment
- Traumatic Brain Injury
- Deaf-Blindness
- Deafness- Hearing Impairment
- Visual Impairment-including blindness

IEP Team: A special education student's IEP team comprised of, at minimum, the following individuals: Special Educator, General Educator, Parent, LEA

Representative, Student if applicable, Psychologist, and Speech Pathologist, as appropriate: Occupational Therapist, Transitions Specialist (for students 16 and older) and other staff as needed (Reading Specialist, Student Support Team Chair.

Homebound Instructor: A certified teacher. Students eligible for services under the Individuals with Disabilities Education Act shall be served by appropriately certified personnel.

Student and Staff Support Team

Home Bound Instructional Services

Procedures

Eligibility

Students eligible for homebound services must currently be enrolled in Friendship Public Charter School and who is:

1. Absent/prevented from attending for 3 consecutive weeks;
2. Predicted to be absent for 3 consecutive weeks according to the placing authority, such as a medical doctor, psychologist, psychiatrist, judge, or other court-appointed authority;

A student shall begin receiving home/hospital bound instruction as soon as is practicable under treatment conditions to ensure that the student continues to make educational progress. Students receiving homebound instruction will be eligible for credit toward graduation, contingent on satisfactory completion of assignments, as determined by the instructors and/or the building principal.

Approval Process

Friendship Public Charter school shall provide hospital/homebound instruction to students, including students with disabilities, who meet the following requirements.

1. Receipt of a medical referral form stating that the student will be absent a minimum of 3 consecutive weeks; or that the student has chronic periods of time during the school year.
2. A statement that the student is physically able to participate in instruction; and
3. A signature of a physician licensed by the appropriate state agency or board.

Home Bound Instructional Services

Special Education

If a student has an Individualized Education Plan (IEP), in addition to the items listed above, an IEP meeting must be held to reflect the change in placement, identify any IEP goals and address the needs for accommodations and additional services. An IEP meeting must be held when the student returns to school.

Alternate Instruction Option for Special Education Students

Home-bound instruction, coordinated through the Office of Special Education, may be considered by the IEP team as an alternate instructional option for special education students who have been suspended for more than 10 school days or expelled for disciplinary reasons. When the IEP team, in consultation with the Director of Special Education, determines that home instruction is appropriate, the IEP team will notify the Director of Student Support Services who will arrange home based instruction based on the IEP.

Delivery of Services

Home/Hospital Services are designed to assist the classroom teacher(s) in communicating with the student during the student's absence from the classroom. Services may be provided through:

1. direct instruction with a teacher
2. use of electronic equipment such as video recording equipment, talking books or voice activated tape recorders
3. Use of a telecommunication link with the school or computer programming.

Note: A responsible adult must be present in the home during teaching sessions. Arrangement may be made for teaching in a public library or other public space where adults are present. If instruction is provided in a public location where other adults are present, adult supervision may not be necessary.

Student and Staff Support Team

Home Bound Instructional Services

Hours and Duration of Instruction

Students will receive 6 hours of instruction per week. The duration of this service will be determined by the doctor's recommendation for the student to return to school.

Responsibility of Student's Home School

- Each school shall count present the student receiving home/hospital instruction if instruction is provided a minimum of 6 hours per week, excluding travel time.
- Home/hospital instruction will run consistent with the Friendship Public charter School calendar
- The student's home school must provide books, assignments and lesson materials for students receiving homebound instruction.

Homebound Instructor

- General Education Teacher Qualifications: Any certified teacher employed to provide general education services.
- Special Education Teacher Qualifications: A non-special education certified teacher or properly certified substitute unless the student's IEP requires that the services be provided by a special education teacher.

In the event that a home instructor is not available students will be provided work packets. It is expected that an adult will pick up the packets and upon completion return the packets back to the school. The school will provide the student with appropriate feedback.

LITERATURE DEPARTMENT

Literary Genres (9th Grade)

The Literary Genres course is designed to educate students on how to read and write in various modes and genres. The course explores novels, short stories, poems, autobiographical essays, and plays. Additionally, students will develop communication and analytical skills through formal and informal discussions, presentations, and performance. This course provides students with the analytical and composition skills they need to be successful in subsequent high school English courses. Students will also be exposed to interdisciplinary projects using integrated technology and media resources.

Term: Year **Credit:** 1.00 **Prerequisite:** NA

Honors Literary Genres (9th Grade)

The Literary Genres course is designed to educate students on how to read and write in various modes and genres. The course explores novels, short stories, poems, autobiographical essays, and plays. Additionally, students will develop communication and analytical skills through formal and informal discussions, presentations, and performance. This course provides students with the analytical and composition skills they need to be successful in subsequent high school English courses. Students will also be exposed to interdisciplinary projects using integrated technology and media resources.

Term: Year **Credit:** 1.00 **Prerequisite:** N/A

World Literature (10th Grade)

The World Literature course prepares students to read a wide variety of literature from around the world representing the history of human civilization from the most remote ancient cultures through the present day. Thus, students will read works from the Greco-Roman world to the literature of colonization and de-colonization, from Sumerian tales to the Renaissance and the Age of Reason. Class writing activities will include literary interpretation, narrative and personal writing, persuasive and argumentative composition.

Term: Year **Credit:** 1.00 **Prerequisite:** N/A

Honors World Literature (10th Grade)

The World Literature course prepares students to read a wide variety of literature from around the world representing the history of human civilization from the most remote ancient cultures through the present day. Thus, students will read works from the Greco-Roman world to the literature of colonization and de-colonization, from Sumerian tales to the Re-naissance and the Age of Reason. Class writing activities will include literary interpretation, narrative and personal writing, persuasive and argumentative composition.

Term: Year **Credit:** 1.00 **Prerequisite:** NA

American Literature (11th/12th Grade)

The American Literature course is designed to improve students' ability to critically and analytically read a variety of exemplary works by American authors. Selected novels and drama texts include, but are not limited to, *The Catcher in the Rye*, *To Kill A Mockingbird*, *A Streetcar Named Desire*, and *The Scarlet Letter*. Additionally, this course surveys other short stories, poems, and plays by men and women from a variety of backgrounds that reflect the American experience.

Moreover, students will increase and gain a deeper meaning and application in the following areas: reading comprehension, writing, thinking, speaking, listening, vocabulary, analytical and critical thinking.

Term: Year **Credit:** 1.00 **Prerequisite:** N/A

English 12

The overarching objective of the Senior Composition course is to enable students to read a variety of texts a write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Students will analyze complex texts, conduct formal research projects, implement active listening, and speaking in a seminar environment and employ public speaking skills to demonstrate understanding of curriculum standards.

Term: Year **Credit:** 1.00 **Prerequisite:** N/A

LITERATURE DEPARTMENT

Reading Lab

The Reading Lab is an intervention designed to support struggling readers who are one to three grades behind in reading. This course places an emphasis on reading skills and strategies to improve comprehension, fluency, and analysis. Students regularly engage in guided and independent reading across genres with a focus on informational text. Acknowledging the need for students to become confident, proficient test-takers, Reading Lab also embeds assessment literacy into the curriculum to teach students not only content and skills but the strategies to become successful test takers. In addition to Reading Lab, 9th and 10th grade students take Literary Genres and World Literature respectively as a co-requisite. Any students enrolled in an intervention course will have an opportunity to complete core courses during Summer School, Saturday School or during the next school year to meet graduation requirements.

Term: Year **Credit:** 1.00 **Prerequisite:** N/A Read 180 and Systems 44

The Reading & Language Laboratory course is an intensive reading intervention program designed to meet the needs of students who need support for reading proficiency. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. Students will receive explicit instruction in the areas of fluency, comprehension, vocabulary, and composition. Both formative and summative assessments will be used to identify areas of challenge and instruction will be differentiated to improve performance and mastery. Additionally, students will learn and re-enforce basic academic skill sets and habits of mind necessary for future college and career success such as organization, study skills, and test taking strategies. All topics in this course will be taught for proficiency and mastery, with special emphasis placed on the following skills with the expectation that students will leave the course with the ability to independently perform the following tasks (This list is by no means exhaustive):

Reading

- Summarizing & sequencing events
- Reading for pleasure and for information
- Scanning for information
- Identifying personification, metaphors, similes, and other figurative language • Differentiating between fact, fantasy, and opinion
- Identifying and describing settings
- Making connections, predictions, and extensions
- Recognizing high frequency words with automaticity
- Identifying parts of a book

Writing

- Utilizing Standard American English in terms of structure, syntax, and grammar
- Structuring and organizing five paragraph essays, articles, brochures, pamphlets, and folklore • Composing a variety of poetic forms including sonnets, verses, poems, ballads, and limericks
- Structuring “Cornell” Two-Column Notes

Term: Year **Credit:** 1.00 **Prerequisite:** N/A

MATH DEPARTMENT

Algebra I

This course is the foundation for the high school mathematics courses that follow. It is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities, and graphing linear and quadratic functions and relations. Real world applications are presented within the course content and a function's approach is emphasized.

Text: Holt McDougal Algebra I Common Core Edition 2012

Term: Year Prerequisite: N/A Credit: 1.00

(H) Algebra I

Students enrolled in this course have been placed in an accelerated Algebra courses based on high performance scores for an incoming freshman. It is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities, and graphing linear and quadratic functions and relations. Real world applications are presented within the course

Term: Year Prerequisite: N/A Credit: 1.00

Prerequisite: MAPP Scores

Geometry

This course develops a structured mathematical system employing both deductive and inductive reasoning. It includes plane, spatial, coordinate, and transformational geometry. Algebraic methods are used to solve problems involving geometric principles.

Text: Holt McDougal Geometry Common Core Edition 2012

Term: Year Prerequisite: Algebra I Credit: 1.00

Algebra II

This course extends the topics first seen in Algebra I and provides skills in algebraic operations. Additionally, linear and quadratic functions and relations, conic sections,

exponential and logarithmic functions, graphing, and sequences and series will be explored.

Text: Holt McDougal Algebra II Common Core Edition 2012

Term: Year Prerequisite: Algebra I Credit: 1.0

Pre-Calculus

This course extends and integrates concepts from algebra and geometry. It includes the study of polynomial, rational, exponential, logarithmic and trigonometric functions, inverse and second-degree relations and their graphs. Other topics include complex numbers, polar coordinates, vectors, sequences and series.

Text: Pre-Calculus with Limits: A Graphing Approach, High School Edition 6th Edition

Term: Year Prerequisite: Algebra I Credit: 1.00

Honors Pre-Calculus

This course extends and integrates concepts from algebra and geometry. It includes the study of polynomial, rational, exponential, logarithmic and trigonometric functions, inverse and second-degree relations and their graphs. Other topics include complex numbers, polar coordinates, vectors, sequences and series. This course moves at an accelerated pace.

Term: Year Prerequisite: Algebra I Credit: 1.00

Math Lab

A mandatory mathematics course for students scoring two or more grade levels below their current grade according to the Performance Series assessment. In this course, students will use manipulative, hands-on learning strategies, computer support program - PLATO learning, small group, and individual instruction to help students master the fundamental numeracy and algebra skills. The topics covered in this course are fractions, decimals, percent, integers, variables, exponents, numerical and algebraic expressions, and equations. Any students enrolled in an intervention course will have an opportunity to complete core courses during Summer School, Saturday

School or during the next school year to meet graduation requirements.

Term: Year Prerequisite: N/A Credit: 1.00

SCIENCE DEPARTMENT

Biology

The course is a semester long introductory biology course. This course features the study of the fundamental processes of living organisms, with an emphasis on the role of molecular biology and biotechnology in our world. Topics include: biochemistry, structure and function of cells, the cell cycle, reproduction, genetics, protein synthesis, evolution, cellular respiration and photosynthesis. Human anatomy and physiology are connected to these core topics, along with basic principles of ecology. Students learn biology by doing and construct meaning from their experiences. The laboratory program consists of quantitative experiments that stress experimental design, data collection, and graphical analysis.

Term: Year Prerequisites N/A Credit: 1.00

Chemistry

The course is a semester introductory chemistry course. Topics include scientific method, physical and chemical properties, physical and chemical changes, periodic table, bonding types, conservation of matter, and chemical equilibrium and Le Chatelier's principles, stoichiometry, balancing equations, gas laws and much more. The emphasis is on learning chemical concepts using student-centered activities designed to bridge prior knowledge with chemical knowledge. The primary goal is to bring a level of chemical relevance to the issues of life that we face every day so that the knowledge attained can help students to understand the issues, analyze them and be able to apply the knowledge to the world of chemistry around them. The units of study include: Scientific Investigation & Inquiry, Properties of Matter, The Atom and Periodicity, Chemical Bonding, Conservation of Matter, Chemical Equilibrium, Chemical Thermodynamics, Solutions and Acids & Bases, Gas Properties, Nuclear Chemistry, Organic and Biochemistry. Students learn chemistry by doing and construct meaning from their experiences. They also learn how to find mathematical relationships between physical quantities of various matter applying graphical methods as needed. Basic algebra skills are used as a tool to understand these relationships and to solve problems.

Term: Year Prerequisites N/A Credit: 1.00

Physics

This introductory course in physics is designed to highlight aspects of the physical nature of objects that can range from planetary and gravitational physics on a large scale to everyday thermodynamics. Topics include motion and forces, conservation of energy and momentum, mechanics of fluids, heat and thermodynamics, waves, electromagnetism, and nuclear processes. This course places emphasis on learning physics concepts using student centered activities designed to connect prior ordinary knowledge to a keen interest and knowledge of physical concepts. The students will be exposed to an inquiry-based approach where they will be facilitated into the learning of the aforementioned topics. Students will learn physics by doing and obtain meaning from their in-class experiences. The goal is for students to achieve a level of physics understanding in order to apply the knowledge to new and relevant scenarios within a class setting as well as increase awareness to the world of physics around them. They will also learn how to find mathematical relationships within macroscopic physical properties and/or tendencies applying graphical methods as needed. An understanding of algebra, geometry, and trigonometry are used to understand these relationships and to solve problems.

Term: Year Prerequisites N/A Credit: 1.00

Environmental Science

This course is a semester long introductory Environmental Science course. Students will be involved in learning how science works in the world around them. Topics include the Nature of Science, Energy Flow, Resources, and Population Growth. Students also learn how to find mathematical relationships between physical quantities using graphical methods. Basic algebra skills are used as a

tool to understand these relationships and to solve problems.

Term: Year Prerequisites N/A Credit: 1.00

SCIENCE DEPARTMENT

Research Design Method

This course, Research Design Methodology and Techniques for STEM Majors, will focus on STEM and Education re- search topics that are necessary for the person who wishes to pursue a future degree in STEM. Students will explore concepts that are integral to the research process at the HS level and in higher education. Particular areas of study include:

- Lab techniques
Invention and Innovation Institutional Review Boards (IRBs)
- Topics of Research Conduct (Responsibility and Ethics that are related to research)
- Preparation for a senior thesis
- Writing research articles
Entering competitions and presenting research at other conferences

This course is a Special Topics course and will offer students a unique opportunity to experience some areas of research, such as IRB proceedings, with which students seeking STEM degrees should become familiar.

Course Content: Particular areas of study include: Institutional Review Boards (IRBs); topics of Research Conduct (Responsibility and Ethics that are related to research); grant writing for STEM areas; preparation for senior thesis; and other research areas.

Term: Year Prerequisites: N/A Credit 1.00

SOCIAL STUDIES

DC History

This semester-long course provides students with a comprehensive examination of the basic concepts and principles of our local and federal system of government. Course study includes a focus on the foundations of government; an overview of the United States political system; study of the legislative, executive, and judicial branches of government; exploration of citizenship rights and responsibilities, examination of structure and functions of state and local governments; and study of global perspective on governmental relationships. The entire course is designed to instill in student with qualities of good citizenship that will enable them to put knowledge into action; and to provide students with the skills they need to participate fully in our democratic society.

Term: Semester Prerequisite: N/A Credit: .50

World History I

This course spans the Middle Ages to the Industrial Revolution. Students examine the development of global trade and interaction; the influence of geography on cultures and societies; early colonization and contact; and the transition and development of the modern world.

Term: Year Prerequisite: N/A Credit: 1.00

World History II

This course emphasizes the emergence of the modern era, beginning with the Industrial Revolution. The course is based on four major themes: human interactions; hemispheric interactions; crisis, progress, and change in the 20th century; and the challenges of the 21st century.

Term: Year Prerequisite: World History I Credit: 1.00

United States History

This course illustrates how the American political, economic and social system developed. Topics like nationalism, sectionalism, Civil War, Reconstruction, Industrialism, and Immigration are examined to illustrate the development of these strands during the 19th

century. Twentieth century content expands to include issues related to the development of foreign policy, the role of the United States as a world leader, and the domestic response to a diversified population and issues such as reform and civil rights.

Term: Year Prerequisite: N/A Credit: 1.00

American Government

Course provides students with a comprehensive examination of the basic concepts and principles of our local and federal system of government. Course study includes a focus on the foundations of government; an overview of the United States political system; study of the legislative, executive, and judicial branches of government; exploration of citizenship rights and responsibilities, examination of structure and functions of state and local governments; and study of global perspective on government relationships. By examining local and national examples, students gain a greater understanding of how the institutional forces of government, media, market economics, and special interest affect their lives. The course prepares students to become active citizens, able to leverage their position inside the American Institution to shape the future. Course equivalent to AP US Government & Politics.

Term: Semester Prerequisite: N/A Credit: .50

FOREIGN LANGUAGES

Spanish I

In Spanish I, students cover a wide range of topics: greetings, food, clothes, numbers, sports, games, likes, dislikes, and travel. In addition to the core curriculum, level I students are introduced to art, literature, and history that relates to the countries of the studied culture. Students also learn basic grammar and vocabulary, beginning to develop listening, speaking, reading, and writing skills. Mastering a limited set of structural and lexical objectives used in common daily conversations and students learn how to pronounce in the target.

Term: Year Prerequisite: N/A Credit: 1.00

Spanish II

In Spanish II, students cover topics hobbies, family life, town life, friends, the body, and celebrations. In addition to the core curriculum, level II students continue their studies in art, literature, and history. Students also master more complicated grammar and vocabulary, continuing to develop listening, speaking, reading, and writing skills. Mastering a larger set of structural and lexical objectives used in conversations, students master intonation and pronunciation as they will be prepared to live in a Spanish-speaking country upon their successful completion. Field trips, cinematic exposure, and food tastings are a few of the fun experiences in which we partake.

Term: Year Prerequisite: Spanish I Credit: 1.00

Mandarin I

This course is an introduction to Mandarin Chinese, the official language of China. The emphasis will be on spoken Mandarin. Students will learn how to handle everyday situations, explain their life, family, interests, pastimes and more and they will also learn how to inquire about the same. Although oral communication will be our focus, learning to read and write simplified Chinese characters (and pinyin) will also be an important part of the class. Together we will explore many interesting aspects of Chinese culture and history. The textbook, Huan Ying series: An Invitation to Chinese, introduces more than 280 words and phrases and 84 written characters. Appendices with Chinese-English and English-Chinese “Words and Expressions” contain pinyin, English, and traditional and

simplified character listings for words learned in the text. This textbook is in simplified characters.

Term: Year Prerequisite: N/A Credit: 1.00

Mandarin II

This course is for students who, having successfully developed strong basic skills, are ready to increase proficiency in oral comprehension and in the speaking, reading and writing skills of Mandarin Chinese. Readings are real-life dialogues emphasizing proper use of Mandarin with the goal of developing vocabulary and fluency. Written and oral precision will be emphasized. Authentic materials will be studied. Culture content is incorporated into instruction. Students can write short articles by either hand writing or typing Chinese characters

Term: Year Prerequisite: Mandarin I Credit: 1.00

Mandarin III

In Mandarin III, students continue to build communication skills developed in Levels I and II. Specifically, students participate actively in extended oral and written discourse, using compound and complex sentences with cohesive devices to provide information in a coherent and fluent manner. They learn to initiate and sustain a conversation, discussion, or debate. Students narrate, describe, and predict events within context. Culture is a critical part of Mandarin III curriculum. Students will be immersed in cultural intricacies through learning about traditional and contemporary cultural perspective and products.

Term: Year Prerequisite: Mandarin I and II Credit: 1.00

SPECIAL COURSES

Physical Education

Students will explore a wide range of physical activities including individual, partner, team sports, and fitness. Students will maintain a personal record of participation in physical activity and analyze the benefits of exercise. They will develop their understanding of their physical and psychological preferences, and make decisions about the types of physical activities they most enjoy and want to pursue.

Term: Semester **Prerequisite: N/A** **Credit: 1.00**

Health

Students enrolled in Health Education will be required to create wellness programs for the school to promote overall physical activity and healthy living in the areas of nutrition, social and family health, alcohol, tobacco, and other drugs, teenage pregnancy, Sexually Transmitted Diseases, Communicable and Non-Communicable Diseases, and First AID/CPR.

Term: Semester **Prerequisite: N/A** **Credit: 1.00**

Digital Art

Through lecture and "hands on" projects, this course provides an introduction to the technology, vocabulary, and procedures of computer-produced images; the use of the computer as an artist's tool is emphasized in each aspect of the course. This course serves the art requirement at Friendship Tech Prep Academy.

Term: Semester **Prerequisite: N/A** **Credit: 1.00**

Fundamentals of Art

Scholars will learn and create two-dimensional works demonstrating the Elements of Art – Line, Shape, Color, Value, Form, Space and Texture. By the end of the course, scholars will develop an organized sketchbook containing element's content and practice/application.

Term: Semester **Prerequisite: N/A** **Credit: 1.00**

Drawing

This course offers scholars the chance to expand beyond the Fundamentals of Art course, enhancing their knowledge of Elements of Art in Drawing accompanied

by the Principles of Design – Balance, Unity, Variety, Proportion, Emphasis, Pattern and Movement. Scholars will have the opportunity to engage more with various drawing mediums. Such mediums include, but not limited to, graphite pencil set, charcoal, ink, oil pastels, and Copic markers.

Term: Semester **Prerequisite: Fundamentals of Art** **Credit: 1.00**

Painting

This course offers scholars the chance to expand beyond the Fundamentals of Art course, enhancing their knowledge of Elements of Art in Painting accompanied by Principles of Design – Balance, Unity, Variety, Proportion, Emphasis, Pattern and Movement. Scholars will have the opportunity to engage with various painting mediums. Such mediums include, but not limited to, watercolor, tempera, acrylic and oil paints.

Term: Semester **Prerequisite: Fundamentals of Art** **Credit: 1.00**

Sculpture

This course offers scholars the chance to expand beyond the Fundamentals of Art course, enhancing their knowledge of Elements of Art in Sculpture accompanied by Principles of Design – Balance, Unity, Variety, Proportion, Emphasis, Pattern and Movement. Scholars will have the opportunity to engage more with various resources for the creation of sculpture. Such mediums include, but not limited to, graphite pencil set, charcoal, ink, oil pastels, and Copic markers.

Term: Semester **Prerequisite: Fundamentals of**
Art **Credit: 1.00**

Art and Principle of Design to utilize for ultimate portfolio growth.

AP - Portfolio Building

Term: Semester **Prerequisite: Fundamentals of**
Art (w/teacher recommendation) **Credit: 1.00**

Per guidelines of National AP curriculum. Scholars will work to create a strong portfolio demonstration studio practice along with innovative thinking and creating. This course is aimed to develop the artistic skill and interest of the scholar, accompanied by understanding in Elements of

SPECIAL COURSES

Dance

Scholars will develop their dance technical skills and deepen their spatial and kinesthesia awareness. The course is designed to strengthen the scholar's vocabulary, enhance flexibility and showmanship, increase strength and promote physical endurance. Scholars are expected to use perceptual skills and proper fundamentals technical skills through responding and performing to dance. Scholars will be assessed through class demonstrations and recital performance quarterly.

Term: Semester **Prerequisite: N/A**
Credit: 1.00

Protest in America

This course is dedicated to exploring the history of protest in America. Even before the adoption of the US Constitution, America was founded on a system of oppression that, as current events painfully reveal, is very much alive today. Students will examine the many ways that Americans have fought to challenge and overturn oppression, the success and limitations of various forms of protest, and their own role in this struggle.

Drama

This is a foundational class, designed for students with little or no theater experience, promotes enjoyment and appreciation for all aspects of theater. Classwork focuses on the exploration of theater, dramatic literature and performance. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and theatrical character development

Term: Semester **Prerequisite: N/A**
Credit: 1.00

Term: Semester **Prerequisite: N/A**
Credit: 1.00

Mixed Choir

The course covers music history, music theory, and introductory vocal pedagogy. Training in sight singing, choral blend, concert etiquette, and expressivity will be developed throughout the year.

Term: Semester **Prerequisite: N/A** **Credit:**
1.00

ADVANCED PLACEMENT

AP English Language and Composition

This course is designed to create effective college readers and writers, to compel students to go beyond summary into the realm of analysis and critical reflection, a skill that will serve those taking standardized tests, including the AP Exam and the SAT. As a result of this course, students will gain a heightened awareness of the transactional nature of reading and writing and an understanding that the best writing is produced when personal experience and close reading converge. To that end, we will practice a level of reading and writing that demands diligent and creative scholarship. By the end of this course, students will be able to construct and analyze argumentative, persuasive, narrative, and analytical texts; identify patterns of organization, rhetorical strategies and devices to show how they contribute to the overall meaning and effectiveness of a work, incorporating this awareness into their own compositions. As readers, students will develop an arsenal of strategies to deconstruct the style, structure, and purpose of texts. As writers, students will use their knowledge of the rhetorical triangle and the rhetorical situation to create compelling pieces that persuade, inform, entertain, and engage diverse audiences.

Term: Year **Prerequisite: 10th Literature**
Credit: 1.00

AP English Literature and Composition

The AP course in English Literature and Composition engages students in the practice of critical reading and writing for a variety of contexts and purposes. Students in this course come to an understanding of the intersecting practices of reading and writing - and the connection between the writer's purpose and the expectations of his audience. AP students also gain an awareness of language as the essential building blocks of meaning, the idea that grammar entails so much more than correctness, namely, style, choice, voice, and tone. AP Literature and Composition students will come to understand the elements of literature as the author's device for creating meaning, for exploring larger physical and metaphysical considerations, and for creating the world of the text. Students will also come to an understanding of the cultural, social, and political currents that inform the Anglo- American literary canon. As a result of this

understanding, they will be able to identify literary movements and trends in text and context.

Term: Year **Prerequisite: 10th Literature**
Credit: 1.00

AP World History

In this course students will gain greater understanding of the evolution of global processes and interactions of human societies. The chronological frame of the course begins from about 8000 BCE to the present and covers six themes. These themes are change and continuity; patterns and effects of interactions; systems and social structures; cultural, intellectual and religious developments; and changes in function and structure of states. The AP World History course covers five major historical periods, namely, 8000BCE to 600 CE; 600 CE to 1450; 1450-1750; 1750- 1914; and 1914 to present. For each historical period, students will gain knowledge of major developments and explore the links between the six themes and major civilizations in Africa, the Americas, Asia, and Europe.

Term: Year **Prerequisite: N/A** **Credit: 1.00-2.00**

Intro to Computer Science

This course is designed to offer an introduction to computer science. Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study in computer science, including AP Computer Science Principles and AP Computer Science A courses. The course allows students to work independently in text-based Python. The course also includes a career focus, where at the end of units, students meet (via videos) individuals from different industries who work in coding (medical, music, etc.).

Term: Semester
Credits: 1.00

Prerequisite: Algebra 1

economic transformation; environment and globalization; politics, citizenship, and political reforms; religion; slavery and its legacy; and war and diplomacy. The chronological frame of this course begins with pre-Columbian societies covering early inhabitants of the Americas, and continues to the post-cold war era.

Term: Year **Prerequisite: World History I/II or AP World History** **Credit: 1.00**

AP US History

This course is designed to provide students with the analytic and factual knowledge necessary to deal critically with the problems and materials in US history. The AP United States History covers themes such as American diversity, identity, and culture; demographic changes and

ADVANCED PLACEMENT

AP Environmental Science

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world.

The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Term: Year **Prerequisite: Biology** **Credit: 1.00**

AP Calculus

The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series.

Term: Year **Prerequisite: Algebra I & Geometry**
Credit: 1.00

DUAL ENROLLMENT

American University Offered Courses

School & Society – EDU205

A multidimensional view of schools, teachers, and students. This social and intellectual foundation course serves as a basis for studying contemporary education and the issues of racism, sexism, finance, governance, innovations, and the social context of American education. The course includes lectures, discussion groups, cooperative learning, Internet activities, and independent projects. Usually Offered: fall, spring, and summer.

Social Justice & Urban Education – EDU280

This course provides an analysis of the nature and impact of race and class on social justice issues in urban education. Emphasis is placed on how urban schools have served as vehicles of oppression and opportunity for social groups in our society. Students also consider the political ideologies, theories, classroom properties and structures within these spaces. The class uses a critical pedagogy framework to analytically interrogate the relationship between education and social justice and to critically unpack the theories and practices within urban education.

Arizona State University Offered Courses

College Algebra and Problem Solving – MAT117

This online college algebra course equips you with the skills to effectively solve problems using algebraic reasoning. What sets this course apart from a standard algebra course is its strong emphasis on the techniques that are used to solve problems. The goal is not to simply teach you mathematical forms but to help you understand the “whys” behind how you are solving problems. Throughout this course, you will be able to participate in discussions with other students and the professor to help build your conceptual understanding of algebra. In this course, you’ll learn about systems of linear equations, rational functions, quadratic functions, logarithmic functions, general polynomial functions, and exponential functions. Additionally, our college algebra online course uses cutting-edge adaptive technology (the ALEKS learning system).

ALEKS is a personalized math tutor that will help you learn each of the skills in our course at your own pace, making it fun to learn algebra online. Our goal is to reduce your “math anxiety” and ensure you walk away feeling confident about math!

English Composition: Research and Writing – ENG 102

This online writing course will help you understand discourse and research writing with the goal of creating solutions to issues within your local context. What sets this course apart is that you won’t be learning about subjects in an abstract sense; instead, you’ll identify real, local problems and will seek to provide real solutions for these problems.

To achieve this, you will be equipped with the tools to:

- Create an action-oriented research question
- Make a proposal for your research project
- Perform primary and secondary research
- Design your research project for publication on the Web
- Construct a call to action based on your research

This course is so much more than “just a writing course.” It’s a class that will simultaneously ignite your imagination for how you can improve the world around you and give you the tangible tools to see those improvements begin to take shape.

Human Origins – ASM 246

The course will take you on a fascinating journey through the scientific evidence for human evolution. Dr. Donald Johanson, the paleoanthropologist who found the famous skeleton “Lucy,” will guide you through an overview of the hominin fossil record as well as introduce you to evolutionary theory. Take advantage of this unprecedented opportunity to dive deeper into the world of paleoanthropological field research from Dr. Johanson’s perspective.

Introduction to Health & Wellness – EXW100x

This 3-credit hour health and wellness course focuses on the latest trends in health, exercise, and wellness. From stress management and emotional health, to overall well-being, we will explore personal health, health related attitudes and beliefs, and individual health behaviors. This course satisfies the Social-Behavioral Sciences (SB) general

studies requirement at Arizona State University (ASU). This course may satisfy a general education requirement at other institutions; however, you are strongly encouraged to consult with your institution of choice to determine how these credits will be applied to degree requirements prior to transferring credit. **(3 Credits)**

DUAL ENROLLMENT

Introduction to Sociology – SOC101

In this course, you will learn how individuals both shape and are shaped by their communities. You will learn how individuals both actively impact and are shaped by their communities, and you will explore the formation and persistence of societies that consist of diverse groups of people. You will also gain valuable insight into the dynamics of group relationships, including how to effectively interact with others within a group. Finally, you will learn how the study of sociology applies to your daily life as well as the most pressing social events of our time.

The topics you will study include:

- Society and culture
- Socialization amongst people
- Stratification and inequality within society, including gender roles
- Deviance and social control
- Social problems and social change
- Significant social structures in the United States, including the education system, government, and family

You will learn:

- To significantly improve your ability to communicate in both a professional and personal environment
- To improve your ability to think critically and write effectively
- The basic ideas and theories of sociology
- A deeper empathy for people who are different than you
- How sociology applies to your everyday life

Introduction to Solar Systems Astronomy – AST 111

Have you ever looked up at the night sky and marveled at the vastness and complexity of space? We invite you to take a deeper dive into the mind-blowing world of astronomy. At the end of this course, you will walk away with the knowledge to answer the following questions:

- Where did our solar system come from?

- How is our solar system structured?
- What makes up our solar system - what are its contents?
- What are solar planetary systems?
- What is the history of the field of astronomy?
- Why are the various properties of light important to astronomy?
- What are the various instruments used in astronomy and how are they used?

Throughout the course, we will also take a look at nearby stars and learn about the Lowell Observatory, the Challenger Space Center, the Discovery Channel Telescope, and Meteor Crater, the largest meteor impact site in the world. Additionally, you'll take a virtual tour of the Lunar Exploration Museum and the home of the Mars Space Flight Facility where scientists are using spacecraft to explore the geology of Mars.

Macroeconomic Principles – ECN 211

Macroeconomics is the study of the sum of all spending, income, and productive efforts. The economic outcomes that we experience are the result of our intricate dealings with other governments, businesses, and people, both locally and globally. This course will give you insight into how economists approach and measure these big issues and questions. This first part of this course takes a look at the common household with a specific focus on how the members of a household choose their workloads and spending habits. You will also study how businesses, both large and small, make important economic decisions. The second part of this course dives into policy making and how these policies can either distort or enhance market outcomes. You will focus on five specific areas of economic policy:

- Free trade
- Research and development & innovation
- Fiscal and tax
- Inflation and monetary
- Unemployment and labor market policies

Pre-calculus – MAT 170

In this college-level Pre-calculus course, you will prepare for calculus by focusing on quantitative reasoning and functions. You'll develop the skills to describe the behavior and properties of linear, exponential, logarithmic, polynomial, rational, and trigonometric functions.

This course tailor's content and personalizes the learning experience around your skill level, allowing you to achieve

mastery in a certain concept before moving on to the next. Utilizing the ALEKS learning system, students in this personalized, self-paced course will be instructed on the topics they are most ready to learn. Individualized coaching is also provided as you move through each new topic. Before taking this course, you should already have a strong understanding of algebraic skills such as factoring, basic equation solving, and the rules of exponents and radicals. These algebraic skills can be mastered through the college algebra course.

DUAL ENROLLMENT

Programming for Everyone: Introduction to Programming – CSE 110

Every day, computers and algorithms touch the lives of everyone around us in both mundane and profound ways. These algorithms are in the plants and distribution systems that bring you clean water and electricity, sensors that moderate the flow of traffic, in the tractors and combines that sow and harvest our food, and in the satellites that measure and predict the weather trends. If you are curious about what computers can do, and how we instruct them to do those things - this course is for you. No prior programming experience is needed for this course. In addition to just exposure to programming, you'll gain a powerful set of thinking and problem-solving skills that you can use in your daily life. Start taking advantage of the power of computers around us to make our world a better place. This three-credit course satisfies the Computer /Statistics /Quantitative (CS) general studies requirement at Arizona State University. This course may satisfy a general education requirement at other institutions; however, it is strongly encouraged that you consult with your institution of choice to determine how these credits will be applied to their degree requirements prior to transferring the credit. What you'll learn includes:

- What a computer scientist does
- The basic operation and capabilities of computers
- Algorithmic problem-solving
- Debugging programs
- Automating basic processes using computers
- Writing basic programs using modern programming language

Technological, Social, and Sustainable Systems – CEE 181

This course will educate you on a number of different topics surrounding sustainability. At the end of the course, you will have a deeper understanding of:

- How technology impacts sustainability and society
- How different ideas like sustainability and technologies are understood and evolve under various cultural frameworks

- Emerging technologies from the Industrial Revolution up to the present day
- How new technology can lead a complex and challenging future that may resemble some of your favorite science fiction

Western Civilization: Ancient and Medieval Europe – HST 102

This first-year online history course will take you on a fascinating journey of the history of Europe from ancient times through 1500 AD. You will learn about a number of cultures and periods, including:

- Greek
- Roman
- Byzantine
- Celtic
- Frankish

You will also learn:

- How to critically analyze the development and growth of people economically, socially, and politically.
- The evolving social role that religion plays in European culture.
- The changing political systems in Europe and how they impact Western society.
- The evolving relations between Ancient Europe, Medieval Europe, and beyond.

Granite State College Offered Courses

COMM 542 Interpersonal Communication and Group Dynamics

Designed to provide both a theoretical and practical introduction to interpersonal communication and group dynamics, this course provides an awareness of the unique process, purposes, problems and possibilities of communication. Emphasis is placed on participation and awareness of communication behaviors, both in

interpersonal settings and in small groups, as portrayed in the generic roles of member, leader, and process observer. The course helps students to understand the complex nature of relationships through analysis of the concepts of collaboration, cohesiveness, group decision-making, conflict resolution, the function of teams, and the role of facilitation. COMM 542 guides students in developing basic interpersonal, intercultural, and group communication skills that they can apply to personal and professional encounters in everyday life. **(4 Credits)**

CRIM 500 Introduction to Criminology

This course introduces the learner to the field of criminology by re-viewing the historical underpinnings of the modern-day study of crime and criminals, examining the theoretical causes of crime and criminality, and evaluating society's responses to crime. Learners are introduced to the sociological, biological, and psychological schools of criminological thought. Topics include crime statistics and social and legal mechanisms used to address criminal activity and the individual criminal. **(4 Credits)**

DUAL ENROLLMENT

CRIT 501 Critical Inquiry

Critical Inquiry provides the foundation for an informed and meaningful college experience through the cultivation of intellectual curiosity. In CRIT 501, students explore how their individual capacities position them for the attainment of their goals within the academic community of Granite State College. Through the study of media and popular culture and the completion of short writing assignments, students learn how to develop and scale a personally motivated research question, refine their topic, and determine effective search strategies for finding credible and appropriate information. An important part of the research process is learning how to analyze different types of argument in order to participate responsibly with public discourse. This process includes discussions of how to evaluate information sources from a variety of venues. Critical Inquiry fosters the self-awareness and intellectual perspective that are the hallmarks of well-educated persons and lifelong, engaged students in the twenty-first century. **(4 Credits)**

ENG 500 The Writing Process

This course introduces students to the foundational concepts and skills needed to communicate effectively in writing for academic study and professional development. Students will learn how to use the four stages of the writing process "prewriting, drafting, revising, and editing" to create written communication that meets its intended purpose for its intended audience. Students will also be introduced to rhetorical styles and the role of outside sources in academic writing. Constructing and

implementing effectively designed search strategies for information to answer a critical inquiry or research question are also addressed in this course. **(4 credit)**

ENG 504 Introduction to Literature

This writing and reading intensive course is intended to increase students' exposure to and appreciation of literature in its many forms. Students will therefore read and discuss the primary genres of poetry, the short story, drama, and the novel. The second goal of the course is to hone students' abilities to read, write, and think critically about the ways in which human experience itself is shaped by language in literary texts. Through the development of literary analysis skills and the practice of writing about literature, students will learn to communicate meaningfully about literature as an art form with aesthetic, social, cultural, and political significance. **(4 Credits)**

ENG 510 Survey of American Literature

This course provides a broad overview of significant American authors and representative texts from the Colonial period to the present. Learners become familiar with key figures and movements in the nation's literary heritage and examine how historical, political, and social forces have influenced the development and expression of a uniquely American perspective. **(4 Credits)**

ENG 604 Creating Writing

The goal of this course is for students to develop their own capacity for creative expression by writing in fiction, poetry, and other genres using the major craft forms and

elements of the genre. They will also generate strategies for reading and interpreting contemporary published writing in the same genres. A workshop format will be used for students to learn how discussing works in progress with other writers can advance their own creative expression and support the creative expression of others. The workshop format will also introduce students to the unique challenges posed by the revision process in reworking an original creative work for an external audience. *PREREQUISITE(S): ENG 500 The Writing Process (4 Credits)*

HIS 502 Great Civilizations

This course examines the rise of civilizations throughout the world, tracing the history of human societies from their beginnings until the European discovery of America. After surveying the prehistoric period and early civilization, the course focuses on the religious, political and cultural characteristics of Asian and Arabic civilizations in the East and Middle East, and on Greco-Roman antiquity and the Middle Ages in the West. **(4 Credits)**

DUAL ENROLLMENT

SCI 505 Human Biology

This course is an introductory study of anatomy and physiology that provides a foundation in biological science and the correlation of structure and function of the human body. Topics explored include genetics, heredity, reproduction, endocrinology, immunology and the concept of homeostasis. The building of a relevant vocabulary and a foundation of facts and concepts provides the background needed for further understanding of developments in bio-science and biomedicine. **(4 Credits)**

SCI 506 Physiology of Wellness

This course provides the student with a background in basic physiological processes related to overall health and fitness. Topics include metabolism, homeostasis, how body systems work together, nutrition, and exercise. Factors that interfere with healthy physiological functioning are examined. In addition, common diseases such as diabetes, obesity, high cholesterol, hypertension, heart disease, and asthma are discussed in light of physiological and environmental factors that increase the risk of these diseases. Genetic predisposition to disease is also examined. Finally, measures to maintain overall health and fitness are addressed. **(4 Credits)**

University of District of Columbia Offered Courses

Economic of Personal Finance – FINA214C

HUMN 560 Elementary Spanish I

This is the first of a two-course sequence in which students build a foundation for speaking and understanding the Spanish language. It presents introductory grammar and vocabulary in order to lay the groundwork for comprehension, communication, and interest in Spanish and Spanish-speaking cultures. Students develop a basic proficiency in the language through practice in reading, writing, listening comprehension and oral expression. **(4 Credits)**

SCI 502 Nutrition Concepts and Controversies

This course provides the student with a foundation in the science of nutrition and the knowledge necessary to separate nutrition fact from fallacy. The research supporting direct and indirect links between nutrition and disease is examined. In addition, current controversial issues are discussed along with the validity of nutrition related claims. **(4 Credits)**

This is an introductory course that will cover strategies to effectively establish and manage financial plans to achieve life goals and objectives. The course will explore managing personal budget, expenses and debt; saving and investing money for the future; and planning for unexpected financial contingencies. This course is developed and delivered through sponsorship by the Guardian Life Insurance Company of America, based on the Guardian's Money Management for Life SM initiative and has been made available to qualified students at minimal financial cost.

English Composition I – ENGL11C

Focuses on expository writing. Includes selected readings and extensive practice in writing essays (e.g., analysis, comparison and contrast, cause and effect). Also reviews grammar and introduces the student to library resources.

English Composition II – ENGL112C

Continues the study of the writing process begun in English Composition I. This course focuses on argumentation and analysis with extensive practice in writing and in-depth critical thinking through the use of supplemental readings. Culminates in the writing of a research paper.

Pre-calculus w/ Trigonometry I – MATH113C

Examines algebraic notation and symbolism; exponents and radicals; algebraic functions; solution of linear and quadratic equations and inequalities; relations and

functions; rational functions and their graphs; conic sections; exponential and logarithmic functions and their graphs. Provides instruction primarily for students preparing to take calculus. Lec. 3 hrs.

Public Speaking – SPCH115C

Investigates informative speaking, persuasion, group discussion, impromptu, manuscript, and extemporaneous formats. Includes basic speech writing and presentation of speeches

ACADEMY OF ENGINEERING

Mandatory Credit Courses		
10th Grade	11th Grade	12th Grade
Geometry <i>or</i> Algebra II	Algebra II <i>or</i> Pre-Calculus	Pre-Calculus <i>or</i> AP Calculus
World Literature	American Literature <i>or</i> AP Language & Composition	American Literature <i>or</i> AP Language & Composition
World History II <i>or</i> AP World History	US History	DC History/American Government
Chemistry	Chemistry <i>or</i> Physics	Environmental Science
Foreign Language I	Foreign Language II	One Requirement Listed Below

One Requirement Listed Below	One Requirement Listed Below	One Requirement Listed Below
Other Requirements for Graduation		
Art (.5)		
Music (.5)		
Physical Education (1.0)		
Health (1.0)		

ACADEMY OF ENGINEERING

Introduction to Engineering Design

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 3-D modeling software, and use an engineering notebook to document their work.

Principles of Engineering

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Civil Engineering and Architecture

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software.

Aerospace Engineering

This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by

designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

Digital Electronics

From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

Environmental Sustainability

In Environmental Sustainability, students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply, and renewable energy. Applying their knowledge through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges.

Engineering Design and Development

The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then

research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.

ACADEMY OF URBAN ECOLOGY

Mandatory Credit Courses		
10 th Grade	11 th Grade	12 th Grade
Geometry <i>or</i> Algebra II	Algebra II <i>or</i> Pre-Calculus	Pre-Calculus <i>or</i> AP Calculus
World Literature	American Literature <i>or</i> AP Language & Composition	American Literature <i>or</i> AP Language & Composition
World History II <i>or</i> AP World History	US History	DC History/American Government
Chemistry	Chemistry <i>or</i> Physics	Environmental Science
Foreign Language I	Foreign Language II	One Requirement Listed Below
One Requirement Listed Below	One Requirement Listed Below	One Requirement Listed Below

Other Requirements for Graduation		
Art (.5)		
Music (.5)		
Physical Education (1.0)		
Health (1.0)		

ACADEMY OF URBAN ECOLOGY

Environmental Science

This course is designed for students interested in studying the environment. The course explores the principles of Ecology with an emphasis on field of study, environmental problems and issues. It will deal with problem such as overpopulation, food resources, natural resources, and pollutants. Food additives, pesticides, radiation, air, water, solid waste, and how biotechnology is used to prevent these issues will also be introduced.

Sustainable Conservation

This course focuses on how to solve global issues using Algebra 1 and Geometry. Students will use materials, energy, science and technology to design solutions and minimize environmental impacts. The course provides an overview of the LEED process and allows students to explore environmentally conscious design techniques in production.

Urban Agriculture

This course covers the following content areas (1) Soil fertility, nutrient and water management, crop plant families (2) Crop rotation, and maximizing the use of urban resources and infrastructure (3) Community composting, including a walk-through of the composting process in order to produce healthy soil from waste

products (4) Incorporating worms into your compost system for a value-added product (worm castings) (5) Examine existing ordinances within urban/suburban neighborhoods related to the raising of small farm animals, focusing on chickens, ducks, bees, and worms (6) What you need to know to select, harvest, process, prepare and pre- send your produce for sale; Construction techniques related to hoop house cover materials, ventilation and irrigation (7) Strategies for selling to restaurants, retailers, and food co-ops, as well as direct market strategies such as farmers markets, pick-your own, and community-supported agriculture (CSA).

Sustainable Intelligence

Sustainable Intelligence is an engaging, ready to use K-12 curriculum that builds a foundation of environmental literacy and sustainability knowledge across seven eco-themes: water, food, energy, transportation, air, and public spaces.

LEED Prep

This course gives students a thorough understanding of green building principles and LEED requirements to prepare them for taking the LEED Green Associate™ Exam and becoming a LEED Green Associate professional. LEED, or Leadership in Energy &

Environmental Design, is a green building certification program from the U.S. Green Building Council® (USGBC®). As the field of green building undergoes explosive growth, this course helps prepare students to enter a workforce with sought-after skills and experience. And because LEED is a global green building rating system, students with LEED credentials have skills that are in demand internationally. In this course, students delve into what sustainability means to them personally and to the built environment. With hands-on activities and group projects, students examine practical aspects of green building, such as net-zero energy, sustainably sourced materials, and healthy air quality; and they practice designing green building components, such as sustainable landscapes and efficient water systems.

prepare them to succeed in any postsecondary program or career.

Senior Capstone– Urban Sustainability

In this senior capstone course, Academy of Urban Ecology students develop and implement collaborative legacy projects designed to improve and enrich their academy, school, and community while honing and showcase their knowledge and skills. Building on their experience in prior courses, students incorporate personalized areas of interest within academy themes of urban agriculture, sustainable, renewable energy systems, community activism, and social justice. Urban Sustainability provides the students a comprehensive opportunity to create and complete service, research, and/or entrepreneurial learning projects that will



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Driven by Innovation!!!!**