

## Choice Academy

### 2023-24 Course Descriptions

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<a href="#">English 10</a>	3		<a href="#">World History 10</a>	3	
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<a href="#">English 12</a>	3		<a href="#">Economics 12</a>	1	
			<a href="#">Government 12</a>	1	
<b>Math</b>	<b>Credits</b>		<b>Science</b>	<b>Credits</b>	
<a href="#">Algebra I</a>	3		<a href="#">Physical Science 9</a>	3	
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<a href="#">Intro to Code</a> or	1		<a href="#">PE 9</a>	1	
<a href="#">Probability and Statistics</a>			<a href="#">PE 10</a>	1	
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<b>Health</b>	<b>Credits</b>		<b>Fine Arts</b>	<b>Credits</b>	
<a href="#">Health 10</a>	1		<a href="#">Visual Arts</a> , <a href="#">Music</a> ,	2	
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# Language Arts Education

**English 9 A,B,C**      **LA2001A**      **LA2001B**      **LA2001C**

**3 Trimesters**

**Prerequisite: None.**

Students in English 9 continue to refine their skills in reading and writing. They expand their understanding of literature by focusing on selections from multiple genres, including, but not limited to, fiction (drama, novel, short story, poetry, mythology) and nonfiction (essays and articles).

## **Essential Standards**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.) (9.7.4.4)
4. Demonstrate command of the conventions of standard English grammar and usage when writing
5. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
7. Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
8. While respecting intellectual property, present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task (e.g., persuasion, argumentation, debate, informational).

**3 Trimesters****Prerequisite: English 9**

In English 10 students are exposed to a wide range of literature from around the world for the purpose of understanding other cultures. Students in English 10 continue to refine their skills in reading and writing. They expand their understanding of literature by focusing on selections from multiple genres, including, but not limited to, fiction (drama, novel, short story, poetry, mythology) and nonfiction (essays and articles).

**Essential Standards**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9.4.1.1)
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9.4.2.2)
3. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9.5.1.1)
4. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9.5.2.2)
5. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (9.5.3.3)
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9.5.6.6)
7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (9.5.8.8)
8. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9.7.1.1)
9. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (9.7.4.4)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

**3 Trimesters****Prerequisite: English 10**

Students in English 11 American Literature explore the history and diversity of the people of the United States. They expand their understanding of literature by focusing on selections from multiple genres, including, but not limited to, fiction (drama, novel, short story, poetry) and nonfiction (essays and articles). Furthermore, students will recognize universal themes in literature and make relevant connections to what they read. As in previous English classes, students are expected to use proper grammar, mechanics and conventions for standard written English.

**Essential Standards**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11.4.1.1)
2. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11.4.3.3)
3. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian and other diverse cultures' texts and how two or more texts from the same period treat similar themes or topics.
4. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11.5.1.1)
5. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (11.7.2.2)
6. Draw evidence from literary or informational texts to support analysis, reflection, and research.
7. As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to connect literature to a culture or a literary period, to recast a piece of literature into a different time period or culture, to critique popular culture, to create a parody or satire).

**3 Trimesters****Prerequisite: English 11**

English 12 links students with the world by examining the role of the individual in society. Students are exposed to a variety of attitudes and viewpoints as they develop their own definitions of what it means to be human. They expand their understanding of literature by focusing on selections from multiple genres, including, but not limited to, fiction (drama, novel, short story, poetry) and nonfiction (essays and articles). Students demonstrate the ability to write using proper grammar, language mechanics, and other conventions of standard written English for a variety of academic purposes.

**Essential Standards**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11.4.1.1)
2. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11.5.1.1)
3. Write narratives OR other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (11.7.3.3)
4. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5. Draw evidence from literary or informational texts to support analysis, reflection, and research.
6. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
7. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
8. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

# Social Studies Education

## **Civics 9 A, B & C   SS2001A   SS2001B   SS2001C**

### **3 Trimesters**

#### **Prerequisite: None**

Social Studies 9 will study how the U.S. government was established. They will focus on the U.S. Constitution, the Bill of Rights, the rights and responsibilities of U.S. citizens, and the role of tribal governments. Students will learn skills required to be ethical, effective citizens in a democratic, multicultural society. Current events will aid in the student's connection between the course content and their role in affecting their community, society, and government. The course will follow the Minnesota and Bloomington graduation standards and will be accessed using the Moodle Learning Platform.

#### **Essential Standards**

1. Evaluate sources of information and various forms of political persuasion for validity, accuracy, ideology, emotional appeals, and prejudice.
2. Apply reasoned decision-making techniques in making choices; explain why individuals, households, organizations and/or governments faced with the same alternatives make different choices.

## **World History A,B & C   SS2004A   SS2004B   SS2004C**

### **3 Trimesters**

#### **Prerequisite: None**

The World History class will allow students to develop a greater understanding of the evolution of global processes and contacts including interactions over time. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among societies while following the Minnesota and Bloomington graduations standards.. The course will give a broad overview of World Religions and Ancient/Medieval influences over the modern world. The course will be accessed through the Moodle Learning Platform.

#### **Essential Standards**

1. Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary sources; analyze them for credibility and bias; corroborate information across sources; use sources to support or refute the thesis; and present supported findings.
2. Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

**3 Trimesters****Prerequisite: None**

Comprehensive coverage of American history from prehistory to the present and will follow Minnesota and Bloomington graduation standards. This course will blend social and political history and geography to provide students with a broad view of America's past and present. A multicultural perspective will be used and the skills of interpreting charts, primary sources, political cartoons, and other historical documents will be incorporated. The course will be accessed through the Moodle Learning Platform.

**Essential Standards**

1. Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary sources; analyze them for credibility and bias; corroborate information across sources; use sources to support or refute the thesis; and present supported findings.
2. Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

**Government****SS2016****1 Trimester****Prerequisite: None**

United States Government will examine the foundations of American government, political behavior, government by the people, the legislative, executive, and judicial branches of government as well as examining the role of state and local governments while following the Minnesota and Bloomington graduation standards. The course will be accessed through the Moodle Learning Platform.

**Essential Standards**

1. Examine a public policy issue by defining the problem, developing alternative courses of action, evaluating the consequences of each alternative, selecting a course of action, and designing a plan to implement the action and resolve the problem.
2. Evaluate the impact of political parties on elections and public policy formation. 3. Evaluate the role of interest groups, corporations, think tanks, the media and public opinion on the political process and public policy formation.

**Economics****SS2014****1 Trimester****Prerequisite: None**

Economics will introduce basic economic principles and current economic issues with a focus on the American economy while following the Minnesota and Bloomington graduation standards. Students will examine components of the American economy such as price, competition, business and banking institutions. We will also examine issues related to the economy as a whole through employment and labor issues, the role of the government in the economy and selected topics on global economics. The course will be accessed through the Moodle Learning Platform.

**Essential Standards**

1. Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices. For example: Decision-making techniques-PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision), benefit-cost analysis, marginal analysis, consideration of sunk costs, and results of behavioral economics.

# Mathematical Education

## Algebra 1 A, B & C

MA2001A

MA2001B

MA2001C

### 3 Trimesters

#### Prerequisite: Master basic mathematical skills

Students will learn about a variety of topics including linear and quadratic equations, and inequalities. Students will learn methods for solving these equations (including factoring and graphing). Students will also apply what they have learned to real-world problems.

#### Essential Standards

1. Understand the definition of a function. Use functional notation and evaluate a function at a given point in its domain. (9.2.1.1)
2. Obtain information and draw conclusions from graphs of functions and other relations. (9.2.1.4)
3. Identify the vertex, line of symmetry and intercepts of the parabola corresponding to a quadratic function, using symbolic and graphical methods, when the function is expressed in the form  $f(x)=ax^2+bx+c$ , in the form  $f(x)=a(x-h)^2+k$ , or in factored form. (9.2.1.5)
4. Represent and solve problems in various contexts using linear and quadratic functions. (9.2.2.1)
5. Sketch graphs of quadratic and exponential functions, and translate between graphs, tables and symbolic representations. Know how to use graphing technology to graph these functions. (9.2.2.3)
6. Factor common monomial factors from polynomials, factor quadratic polynomials, and factor the difference of two squares. (9.2.3.3)
7. Represent the relationships in various contexts using systems of linear inequalities; solve them graphically. Indicate which parts of the boundary are included in and excluded from the solution set using solid and dotted lines. (9.2.4.4)
8. Assess the reasonableness of a solution in its given context and compare the solution to appropriate graphical or numerical estimates; interpret a solution in the original context. (9.2.4.8)
9. Add, subtract, and multiply polynomials; divide a polynomial by a polynomial or equal or lower degree. (9.2.3.2)

## Geometry A, B & C

MA2004A

MA2004B

MA2004C

### 3 Trimesters

#### Prerequisite: Algebra 1 and pass or test out of Basic Math.

Students will learn to find the perimeter, area, volume, and similarity of figures. Students will also learn to solve problems involving right triangles using trigonometric ratios.

#### Essential Standards

1. Compose and decompose two- and three- dimensional figures; use decomposition to determine the perimeter, area, surface area and volume of various figures. (9.3.1.2)
2. Construct logical arguments and write proofs of theorems and other results in geometry, including proofs by contradiction. Express proofs in a form that clearly justifies the reasoning, such as two column proofs, paragraph proofs, flowcharts or illustrations. (9.3.2.4)
3. Know and apply properties of parallel and perpendicular lines, including properties of angles formed by a transversal, to solve problems and logically justify results. (9.3.3.1)
4. Know and apply properties of angles, including corresponding, exterior, interior, vertical, complementary and supplementary angles, to solve problems and logically justify results. (9.3.3.2)



4. Know and apply properties of equilateral, isosceles and scalene triangles to solve problems and logically justify results. (9.3.3.3)
5. Apply Pythagorean theorem and its converse to solve problems and logically justify results. (9.3.3.4)
6. Know and apply properties of congruent and similar figures to solve problems and logically justify results. (9.3.3.6)
7. Apply the trigonometric ratios sine, cosine, and tangent to solve problems, such as determining lengths and areas in right triangles and in figures that can be decomposed into right triangles. Know how to use calculators, tables or other technology to evaluate trigonometric ratios. (9.3.4.2)
8. Use calculators, tables or other technologies in connection with the trigonometric ratios to find angle measure in right triangles in various contexts. (9.3.4.3)

## **Algebra 2 A, B & C**

**MA2012A**

**MA2012B**

**MA2012C**

**3 Trimesters**

**Prerequisite: Algebra 1**

Students will continue factoring/graphing linear and quadratic equations, and inequalities. Students will also be introduced to exponential equations and solve real-world problems such as investment growth and population growth.

### **Essential Standards**

1. Find the domain of a function defined symbolically, graphically or in a real world context. (9.2.1.3)
2. Determine how translations affect the symbolic and graphical forms of a function. Know how to use graphing technology to examine translations. (9.2.1.9)
3. Represent and solve problems in various contexts using exponential functions, such as investment growth, depreciation and population growth. (9.2.2.2)
4. Sketch graphs of linear, quadratic and exponential functions, and translate between graphs, tables and symbolic representations. Know how to use graphing technology to graph these functions. (9.2.2.3)
5. Express the terms in a geometric sequence recursively and by giving an explicit (closed form) formula, and express the partial sums of a geometric series recursively. (9.2.2.4)
6. Sketch the graphs of common non-linear functions such as  $f(x)=x$ ,  $f(x)=1/x$ ,  $f(x)=x^3$ , and translations of these functions, such as  $f(x)=x^2+4$ . Know how to use graphing technology to graph these functions. (9.2.2.6)
6. Represent relationships in various contexts using equations involving exponential functions; solve these equations graphically or numerically. Know how to use calculators, graphing utilities or other technology to solve these problems. (9.2.4.2)
7. Assess the reasonableness of a solution in its given context and compare the solution to appropriate graphical or numerical estimates to interpret a solution in the original context. (9.2.4.8)
8. Know the equation for the graph of a circle with radius  $r$  and center  $(h, k)$ ,  $(x-h)^2 + (y-k)^2 = r^2$ , and justify this equation using the Pythagorean Theorem and properties of translations. (9.3.4.5)

## **Probability and Statistics**

**MA2028**

**1 Trimester**

**Prerequisite: Algebra 1**

Students will learn to interpret and display data using different methods (example: box-whisker plots, bar graphs and other graphical displays). Students will also learn to select and apply different counting procedures to determine sample size and calculate probability.

## **Essential Standards**

1. Describe a data set using data displays, such as box-and-whisker plots; describe and compare data sets using summary statistics, including mean, median, quartile and percentile. Measures of spread include standard deviation, range and interquartile range. Know how to use calculators, spreadsheets or other technology to display data and calculate summary statistics.
2. Select and apply counting procedures, such as the multiplication and addition principles and tree diagrams, to determine the size of a sample space (the number of possible outcomes) and to calculate probabilities.

## **Science Education**

### **Physical Science A,B & C**

**SC2001A**

**SC2001B**

**SC2001C**

**3 Trimesters**

**Prerequisites: Algebra 1**

Students learn to:

1. Apply fundamental inquiry skills.
2. Appreciate the knowledge and processes of science.
3. Apply manual skills in science activities. Students study and investigate energy transformations, force and motion, scientific inquiry and nature of matter.

#### **Essential Standards:**

1. Identify the energy forms and explain the transfers of energy involved in the operation of common devices (e.g. light bulbs, motors and bikes).

### **Biology A, B & C**

**SC2005A**

**SC2005B**

**SC2005C**

**3 Trimesters**

**Prerequisites: None**

General Biology is built around the unifying themes of modern biology. The course emphasizes understanding major concepts and applying the process of inquiry in addition to learning fundamental facts and terminology. Students in General Biology develop general scientific literacy that allows them to function as informed citizens in considering real world concerns and issues.

Students demonstrate understanding of biological concepts, theories, and principles including cell theory, mechanisms of heredity, biological change over time, the interdependence of organisms, material cycles and energy flow in living systems, the behavior of organisms, and the historical significance of major scientific advances through the investigation and analysis of cells, organisms, and ecosystems. In addition, students develop an understanding of the basic biological processes, the biotechnology applications, and the ethical issues that are revolutionizing our society.

Students have frequent opportunities to work with small groups in investigating and solving problems. These topics and activities provide the students with a foundation for analyzing real world situations, asking probing questions, and understanding the nature of organisms. Students read and interpret complex information, distinguish fact from fiction, and evaluate the validity of research findings.

**Essential Standards:**

The student will comprehend that all living things are composed of cells, and that the life processes in a cell are based on molecular interactions by:

1. Relating cellular structures to their functions.
2. Explaining the role of the cell membrane as a highly selective barrier in diffusion, osmosis and active transport.
3. Describing and comparing the processes of mitosis and meiosis and their roles in the cell cycle.
  - The student will explain how inherited characteristics are encoded by genes by:
    - Defining the relationship between DNA, genes and chromosomes.
4. Describing how genetic information is transmitted from parents to offspring through the processes of meiosis and fertilization as they relate to chromosome recombination and sexual reproduction.
5. Using Mendel's laws of segregation and independent assortment to determine the genotype and phenotype of a monohybrid cross.
  - The student will describe and explain the cycling of matter and flow of energy through an ecosystem's living and nonliving components by:
    - Explaining that sunlight is transformed into chemical energy by photosynthetic organisms.
    - Explaining that respiration releases chemical energy through the breakdown of molecules.
6. The student will understand how biological evolution provides a scientific explanation for the fossil record of ancient life forms, as well as for the striking molecular similarities observed among the diverse species of living organisms by:
  - Understanding that species change over time and the term biological evolution is used to describe this process.

**Chemistry A,B & C**

SC2011A

SC2011B

SC2011C

3 trimesters

**Prerequisite: Pre- Algebra**

Changes in matter are continually observed in the universe. How can these changes be described and predicted? What causes these changes to occur? Chemistry students examine these questions in terms of the Laws of Thermodynamics and the Law of Conservation of Mass. Students explore the concepts of atomic structure, the periodic table, chemical equations and reactions, quantitative problem solving, and energy flow. Students are challenged to evaluate how knowledge of chemistry informs responsible citizenship through real world examples. Although the majority of the curriculum is similar to that of General Chemistry, the depth and rigor of the math analysis and overall pacing of Natural Chemistry has been adjusted to meet the needs of the students.

**Essential Standards:**

1. Knows the structure of an atom (e.g. negative electrons occupy most of the space in the atom; neutrons and positive protons make up the nucleus of the atom; protons and neutrons are almost two thousand times heavier than an electron; the electric force between the nucleus and electrons holds the atom together).
2. Understands how elements are arranged in the periodic table, and how this arrangement shows repeating patterns among elements with similar properties (e.g. numbers of protons, neutrons, and electrons; relation between atomic number and atomic mass).
3. Knows that the number of electrons in an atom determines whether the atom is electrically neutral or an ion (i.e. electrically neutral atoms contain equal numbers of protons and electrons; a positively charged atom has lost one or more electrons; a negatively charged atom has gained one or more electrons).

4. Understands the complete mole concept and ways in which it can be used (e.g. actual mass vs. relative mass; relationship between the mole and the volume of a mole of molecules; relevance of molar volume and Avogadro's hypothesis).

## **Computer Science Principles - Introduction to Code**

CT2031

1 trimester

## **Health and Physical Education**

### **PE 9**

**PH2001**

**1 trimester**

**Prerequisite: None**

This course will have an emphasis and focus on fitness and nutrition, however it will also include team sports and sportsmanship components. Students will understand and demonstrate how sportsmanship and teamwork can be used in all life situations. This class is ideal for students who are interested in improving their own personal health and fitness level while participating in a non-competitive environment.

### **PE 10**

**1 trimester**

**Prerequisite: None**

This course fulfills the Physical Education graduation requirement for grade 10. Students will develop an understanding of their own fitness levels and how to maintain a healthy lifestyle. Students will analyze current fitness levels, study fitness concepts crucial to understanding total fitness, set fitness goals, prepare and implement a fitness plan and analyze fitness programs. A basic knowledge of human movement will also be emphasized in order for students to understand how physical activity is affecting their bodies. The importance of sportsmanship and teamwork is emphasized daily. Students will demonstrate personal and responsible behavior leading to a lifelong respect for healthy living.

## **Health**

**PH2010**

**1 trimester**

**Prerequisite: None**

The purpose of this course is to develop the basic knowledge and skills important for health literacy. Our students will become health literate and take personal responsibility for their health and well being by learning to obtain, interpret, and understand basic health information and services in ways that contribute to positive lifestyle changes.

The study of the following topics facilitate this: chemical abuse and addiction, healthy nutritional habits, human sexuality, mental health and awareness.

**Essential Standards:**

A student shall demonstrate an understanding of decision-making processes and community health practices that promote healthful nutrition and dietary practices, and physical fitness, and that reduce and prevent tobacco use, drug and alcohol use, intentional and unintentional injuries, HIV, sexually transmitted diseases, and unintentional pregnancies.

## Art

### Art Appreciation A, B & C

AR3001A

AR3001B

AR3001C

3 Trimesters

**Prerequisite:** None

Students study the components of art, music and artistic techniques through the elements, functions and principles of art. They will also write an artist biography on an artist of their choosing. This course includes a lot of writing and is great for improving and honing writing skills.

### Music Appreciation A, B & C

AR3002A

AR3002B

AR3002C

3 Trimesters

**Prerequisite:** None

Students will learn about the functions and principles of art as they relate to the understanding of music. These courses will include reflections of musical pieces from genres such as: classical, jazz, folk/country, rock, alternative, film, EDM, rap/hip-hop, 1950s-present and student choice selections. Students will also write an artist biography on a musical performer(s) of their choice. This course includes a bit of writing and is great for improving and honing writing skills, especially in the ways in how we talk and think about music.

### Film Studies A, B & C

AR3003A

AR3003B

AR3003C

3 Trimesters

**Prerequisite:** None

These courses will allow students to select from several required genres of film including: action, comedy and drama and also film genres of their choosing. Students will learn about plot, theme, character development and interaction, film settings and filming techniques. Parental/Guardian Permission Slips may be required.

## Electives

### Career Investigation

FC2013

Trimester credit

**Prerequisite:** None

Students will investigate current job trends, the changing world of work, and the training and education necessary for their chosen future careers. Students will evaluate career opportunities and choices based on their personal interests, aptitudes, personality and values. This is a project-based class.

## **Creative Writing**

**LA2023**

**Trimester credit**

**Prerequisite: None**

This course is for students who are interested in learning and practicing literary devices, techniques and forms in both poetry and prose, and in their ability to respond creatively. Written items will include biographies, an autobiography, a character sketch, short stories, free writing and poetry. This course includes a lot of writing and is great for improving and honing writing, editing and creative thinking skills.

## **Current Issues A, B & C**

**ET3203A**

**ET3203B**

**ET3203C**

**3 Trimesters**

**Prerequisite: None**

Have a passion and interest in what's going on in the world? Students choose several topics that are current issues. Students research them, construct well-written essays that present different viewpoints and come to a conclusion in 3 typed, peer-reviewed and revised papers. This course includes a lot of writing and is great for improving and honing writing and editing skills.

## **Food and Nutrition**

**FC2002**

**Trimester credit**

**Prerequisite: None**

This course is mostly online on Edgenuity. Availability to take this course may depend on if a student does PE / Health on Edgenuity. - Students will learn about the essentials of nutrition, food and how it affects the human body. This is a great foundational course for establishing healthy eating habits and a healthy lifestyle.

## **Foreign Film Studies**

**SS2044**

**Trimester credit**

**Prerequisite: None**

This course studies international films from a variety of countries as a way to examine world history and culture. Examples of events that may be covered are the Holocaust, 1947 Partition of India, World Wars, the Vietnam War, Colonialism in Africa, Shogunate-Era in Japan, etc. A Variety of film genres are shown: documentaries, "Bollywood" Films, anime, action, war films, etc. Films include: **Seven Samurai, Rashomon, Battle Royale, Pan's Labyrinth, Amelie, Life is Beautiful** and **City of God**. Parental/Guardian Permission Slips are required.

## **Independent Living**

**FC2011**

**Trimester credit**

**Prerequisite: Basic math skills**

This course prepares students to live successfully on their own. This course will include budgeting, major purchases, practical decision making, wants vs. needs, and investment options.

## **Introduction to Business**

**BS2002**

**Trimester credit**

**Prerequisite: None**

Students learn about the free enterprise system, global economies, international trade and business ownership. They will also view movies on various topics relating to business.

## **Job Skills A, B, C**

**ET3204A**

**ET3204B**

**ET3204C**

**3 Trimesters**

**Prerequisite: None**

Students learn necessary job skills, how to find a job, how to get along with co-workers and supervisors, communication, ethics, attitude, rules of work and grooming and dressing for work. Students take career interest and workplace fit assessments and go over the results with the work coordinator. Students explore and research careers that interest them. Students produce a personal cover letter and résumé that can be used now to get a job.

## **Literature from Other Worlds**

**LA2055**

**Trimester credit**

**Prerequisite: None**

This course will explore the genre of fantasy. Student choice will be key in this class, both in choice of text and research. Expect daily reading of short stories or longer projects relating to a book (or series) chosen by the student and approved by the teacher.

## **Marketing / Advertising**

**BS2006**

**Trimester credit**

**Prerequisite: None**

Students will learn about the importance of marketing and advertising as it relates to entrepreneurship and to be able to engage in smart decision making practices as it relates to incoming marketing techniques. This course will also cover the importance of new businesses and new ideas as they relate to the free-world market system.

## **Mythology**

**LA2021**

**Trimester credit**

**Prerequisite: None**

This course introduces students to mythologies from around the globe. These include Greek / Roman mythology, European mythologies such as Norse Gods, Asian mythologies and indigenous mythologies. Students will also learn about the hero quest and how myth impacts the modern world through language, arts, literature, film and culture.

## **Personal Financial Literacy**

**BS2007**

### **Trimester credit**

**Prerequisite: Master basic mathematical skills.**

Students will learn about the basics of money, banking, credit, paying bills, and budgeting. This course includes a budgeting unit where students will choose a scenario for themselves at random and they must budget out their spending over a one month time period where they must account for all of their living expenses.

## **Psychology**

**SS2028**

**Trimester credit**

**Prerequisite: None**

Students will develop an understanding of the human mind and human behavior. Students will gain insight into themselves, others and society. Students will learn about human development through life stages, social psychology, social theories and research methods.

## **Sociology**

**ET3003**

**Trimester credit**

**Prerequisite: None**

Sociology is the study of human relationships in society and how groups work. Students will study culture, sociological perspectives, socialization, methods of research, social networks, deviant behavior, social classes, gender and race issues, family and marriage, population dynamics and social movements.

## **US Film Studies**

**SS2043**

**Trimester credit**

**Prerequisite: None**

This course examines the social and cultural history of the United States as it is presented in popular film. Special historical events such as the Civil Rights Movement and war in US history will be addressed as will themes like rebellion, slavery and racism. Films include, but very not limited to: **Forrest Gump, The Help, etc.** Parental/Guardian Permission Slips are required.

## **Experiential Learning A, B & C**

**ET3018A**

**ET3018B**

**ET3018C**

**3 Trimesters**

**Prerequisite: None**

Students can earn credit by attending field trips to various non-profit organizations. We offer a variety of service learning trips during our school year.

## **Work Experience**

The Work Experience Program consists of two parts: the seminar (classroom) and the job site

BS2040A Work-Based Learning SeminarA

BS2040B Work-Based Learning Seminar B



## **BS2040C Work-Based Learning Seminar C**

Credit varies

Prerequisite: Sequential and is combined with a Work-Based Learning Job Site.

**Note:** *Students that do not have a job may take this course by itself for a Job Skills credit*

Students need to have a job in order to take the work-based learning seminar. The seminar helps students learn necessary job skills, how to find a job, how to get along with co-workers and supervisors, communication, ethics, attitude, rules of work and grooming and dressing for work. Students take a personality test, career interest/workplace fit assessments and go over the results with the work coordinator. Students explore and research careers that interest them. Students produce a personal cover letter and résumé that can be used now to get a job.

## **BS2050A Work-Based Learning Job Site A**

## **BS2050B Work-Based Learning Job Site B**

## **BS2050C Work-Based Learning Job Site C**

Credit varies

Prerequisite: Sequential

Students need to take the work-based learning seminar in order to get credit for working. Students need to work an average of 15 hours per week in an approved workplace setting and be paid by a check (or direct deposit) with deductions taken out. The work coordinator is in contact with the employer and gets an evaluation in the following areas: people skills, team player, initiative, courtesy, attitude towards constructive criticism, attitude towards authority, knowledge of job, accuracy of work, work accomplished, work habits, adaptability, personal appearance, punctuality, and attendance. These are skills that we work with students on to apply across settings in work, school, and in their personal lives.