

Required Appendix A

Appendix A

Scope and Sequence†

General education sequence for NMGA students in grades K – 8:

Grade Level	Math	ELA	Science	Social Studies	Art and Music	Languages*	Skill Development/ CTE Education Electives	Health and Physical Education
ELEMENTARY								
Kindergarten	Math Plus Blue	Language Arts Blue	Science K	History K	. Art K . Preparatory Music	n/a	Exploratory presentations/ lessons/field trips	n/a
Grade 1	Math Plus Green	Language Arts Green	Science 1	History 1	. Art 1 . Beginning 1 Music	Elementary World Languages 1 (Spanish, French, Latin, German)	Exploratory presentations/ lessons/field trips	Physical Education (attendance based)
Grade 2	Math Plus Orange	Language Arts Orange	Science 2	History 2	. Art 2 . Beginning 1 or 2 Music	Elementary World Languages 1 or 2 (Spanish, French, Latin, German)	Exploratory presentations/ lessons/field trips	Physical Education (attendance based)
Grade 3	Math Plus Purple	Language Arts Purple	Science 3	History 3	. Art 3 . Beginning 2 Music . Intro. to Music . Intermediate 1 Music	Elementary World Languages 1 or 2 (Spanish, French, Latin, German)	Exploratory presentations/ lessons/field trips	Physical Education (attendance based)
Grade 4	Math Plus Red	Language Arts 4	Science 4	History 4 (with alignments to NM History)	. Art 4 . Introduction to Music . Intermediate 1 or 2 Music	Elementary World Languages 1 or 2 (Spanish, French, Latin, German)	Exploratory presentations/ lessons/field trips	Physical Education (attendance based)

Grade Level	Math	ELA	Science	Social Studies	Art and Music	Languages*	Skill Development/ CTE Education Electives	Health and Physical Education
Grade 5	Math Plus Yellow	Language Arts 5	Science 5	American History A (with alignments to NM History)	. Intermediate Art: American A . Intermediate 2 or 3 Music . Exploring Music	Elementary World Languages 1 or 2 (Spanish, French, Latin, German)	Exploratory presentations/ lessons/field trips	Physical Education (attendance based)
MIDDLE SCHOOL								
Grade 6	Intermediate Math A	Intermediate Literature and Language Skills A	Earth Science	World History A (with alignments to NM History)	. Intermediate Art: World A Music Concepts A	Middle School Levels: . Spanish 1 . French 1 . German 1 . Latin 1 . Chinese 1	Exploratory presentations/ lessons/field trips	Physical Education (attendance based)
Grade 7	Intermediate Math B	Intermediate Literature and Language Skills B	Life Science	American History A: (with alignments to NM History)	. American Art A Music Concepts B	Middle School Levels: . Spanish 1-2 . French 1-2 . German 1-2 . Latin 1-2 . Chinese 1	Exploratory presentations/ lessons/field trips. Career based database inventories/ assessments	Physical Education (attendance based)
Grade 8	Intermediate Math C OR Math 8 – Algebra	Literary Analysis and Composition	Physical Science	American History B: (with alignments to NM History)	. American Art B Music Appreciation	Middle School Levels: . Spanish 1-2 . French 1-2 . German 1-2 . Latin 1-2 . Chinese 1-2	Exploratory presentations/ lessons/field trips. Career based database inventories/ assessments	Physical Education (attendance based)

*Elementary Languages are not grade specific, rather Elementary Languages 1 are geared toward younger minds still especially receptive to language learning through contextual interpretation and imitation. Elementary Languages 2 builds upon the base of vocabulary and linguistic structures introduced in Elementary Languages 1. Middle school languages are suitable for multiple grade levels, depending upon background and experience.

Below is a sample high school sequence that would lead to a sample Career Pathway certification and Graduation. Students will have access to many additional career focused courses, college preparation courses, and electives.

Grade Level	Math	ELA	Science	Social Studies	Languages*	Career Pathways Leading to Certification	CTE Relevant Electives	Health/PE Credits
HIGH SCHOOL								
Grade 9	Algebra I	Literary Analysis and Composition I	Physical Science/ Earth Science	World History and Alignments to NM History	World Language I (Spanish, French, German, Latin, Chinese, Japanese)	IT and Manufacturing Explorations	<ul style="list-style-type: none"> .Engineering Design/CAD .Green Design and Technology .Achieving Your Career and College Goals 	<ul style="list-style-type: none"> . Skills for Health . Nutrition and Wellness . Physical Education
Grade 10	Geometry	Literary Analysis and Composition II	Biology	Geography and World Cultures	World Language II (Spanish, French, German, Latin, Chinese, Japanese)	Simple Machines and Robotics Fundamentals of Milling and Pneumatics		
Grade 11	Algebra II	American Literature	Chemistry	U.S. History/ Modern U.S. History		ASQ Quality 101, Corrective and Preventative Action		
Grade 12	Precalculus	British and World Literature	Physics**	<ul style="list-style-type: none"> . U.S. Government and Politics . U.S. and Global Economics 		Continual Improvement Assessment, CQA Prep Course		

*Most languages provide an option to continue through 4 years, however, in this example, the student would not be likely to have the time in his or her schedule to take four years of a World Language.

**Option 4th year laboratory science

The Scope of these courses are indicated in both the sample alignments provided (demonstrating alignments to the ELA CCCS including New Mexico’s 15% added of state-specific standards in grades 3, 6, 9 and 10 as well as Math CCCS alignments in grades 3, 6, and an aggregate high school view) and the K12 and FuelEd course catalogs for courses, including honors, AP, and advanced language courses that may be provided to NMGA students

† Sample scope and sequence provided by potential curriculum provider, K12 Inc.

**New Mexico English Language Development Standards for Grade Three
Compared to K¹² Language Arts Purple (Grade 3)**

Standard/Topic	Standards	Coverage	K ¹² Unit Name	Lesson #	Comments
Reading: Literature	Key Ideas and Details				
	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Full	Embedded throughout, for example: LIT Critical Skills Assignment (6) LIT Folktales of Many Lands	1 1-5	LIT refers to the Literature and Comprehension program VOC refers to the Vocabulary program WS refers to the Writing Skills program SPE refers to the Spelling program
	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Full	Embedded throughout, for example: LIT Lessons Learned LIT Folktales of Many Lands LIT Greek and Roman Myths	2, 6 2, 9 5-6	
	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Full	LIT Critical Skills Assignment (6) LIT Stories That Teach	1 1	
	RL.3.NM.3A Ask and answer questions and make predictions to demonstrate understanding of a text;	Full	LIT Critical Skills Practice 1	2	
	RL.3.NM.3B Develop an understanding of people, cultures, and societies and explore self identity through literature, media, and oral tradition;	Full	LIT Folk Tales of Many Lands	4	
	RL.3.NM.3C Understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective.	None			Teachers will supplement the curriculum to provide opportunities for students to understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective.
	Craft and Structure				
	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Full	LIT Critical Skills Assignment (6) LIT Animal Friends Poetry LIT Nature's Way	1 4 2-4, 6, 7	
	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Full	Embedded throughout, for example: LIT Animal Friends Poetry LIT Lessons Learned LIT Stories That Teach	1, 2 7 1, 2, 6, 10	
	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	Full	LIT Animal Tales LIT Animals and Their People	6 7	
	Integration of Knowledge and Ideas				
	RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Full	LIT Animals and Their People LIT Animal Friends Poetry	2 2	
RL.3.8. (Not applicable to literature)	N/A	N/A	N/A		
RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Full	LIT Greek and Roman Myths	1-11		
Range of Reading and Complexity of Text					
RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Full	Embedded throughout, for example: LIT Animal Friends Poetry LIT Stories That Teach LIT Folktales of Many Lands	1-5 7-8 1-5		
Reading: Informational	Key Ideas and Details				
	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Full	Embedded throughout, for example: LIT George Washington: Soldier, Hero, President	1-5	
	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	Full	Embedded throughout, for example: LIT Weather or Not	2, 5	
	RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Full	Embedded throughout, for example: LIT Weather or Not	1, 4, 6	
	Craft and Structure				
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	Full	LIT Weather or Not	1, 3		
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Full	LIT Weather or Not	2, 6, 10, 11		

Informational Text	RI.3.6. Distinguish their own point of view from that of the author of a text.	Full	LIT Greek and Roman Myths	8, 9	
	Integration of Knowledge and Ideas				
	RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Full	LIT Weather or Not LIT The Glory of Greece	2 3, 6	
	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Full	LIT Critical Skills Assignment (13) WS Paragraphs	1 2-6	
	RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	Full	LIT Critical Skills Assignment (13)	1	
Range of Reading and Complexity of Text					
RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Full	LIT Weather or Not LIT The Glory of Greece	1-11 1-8	In addition to reading informational text in the ELA course, students also read informational text in their grade level science and history courses.	
Reading: Foundational Skills	Phonics and Word Recognition				
	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.				
	RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.	Full	Embedded throughout, for example: VOC Antonyms, Prefixes, and Multiple-Meaning Words	1-5	
	RF.3.3.b. Decode words with common Latin suffixes.	Full	VOC Weather Words and Suffixes VOC Suffixes and Shades of Meaning	7-10 1-6, 9, 10	
	RF.3.3.c. Decode multisyllable words.	Full	Embedded throughout, for example: LIT George Washington: Soldier, Hero, President LIT Compound Words, Acronyms, and Abbreviations	1, 3 1-10	
	RF.3.3.d. Read grade-appropriate irregularly spelled words.	Full	Embedded throughout, for example: SPE Heart Words and Short Vowel Sounds	1-5	
	Fluency				
	RF.3.4. Read with sufficient accuracy and fluency to support comprehension.				
	RF.3.4.a. Read grade-level text with purpose and understanding.	Full	Embedded throughout, for example: LIT Lessons Learned	1-8	
	RF.3.4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Full	LIT Weather or Not LIT Animal Friends Poetry	1, 4, 5, 6 2, 3, 5	
RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Full	LIT George Washington: Soldier, Hero, President	2, 4		
Text Types and Purposes					
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.					
W.3.1.a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Full	WS Verbs and Persuasive Essay	2, 4, 6-9		
W.3.1.b. Provide reasons that support the opinion.	Full	WS Verbs and Persuasive Essay	6-9		
W.3.1.c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	Full	WS Verbs and Persuasive Essay	2, 7-9		
W.3.1.d. Provide a concluding statement or section.	Full	WS Verbs and Persuasive Essay	9		
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
W.3.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Full	LIT Critical Skills Assignment (13) WS Nouns and Informative Essay	1 2, 4-6, 8		
W.3.2.b. Develop the topic with facts, definitions, and details.	Full	LIT Critical Skills Assignment (13) WS Nouns and Informative Essay	1 2, 4-6, 8		
W.3.2.c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	Full	LIT Critical Skills Assignment (13) WS Nouns and Informative Essay	1 5, 6, 8		
W.3.2.d. Provide a concluding statement or section.	Full	LIT Critical Skills Assignment (13) WS Nouns and Informative Essay	1 6, 8		
W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
W.3.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Full	WS Combining Sentences and Personal Story WS Verb Tense and Plan a Short Story WS Some Parts of Speech and Write a Short Story	2, 4-6, 8 5, 7 2-5		

Writing	W.3.3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Full	WS Verb Tense and Plan a Short Story WS Some Parts of Speech and Write a Short Story	7-10 2-8		
	W.3.3.c. Use temporal words and phrases to signal event order.	Full	WS Combining Sentences and Personal Story WS Some Parts of Speech and Write a Short Story	4-6 2-8		
	W.3.3.d. Provide a sense of closure.	Full	WS Combining Sentences and Personal Story WS Some Parts of Speech and Write a Short Story	6 5		
	Production and Distribution of Writing					
	W.3.NM.3A Use digital media environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.	None				Teachers will supplement the curriculum to provide opportunities for students to use digital media environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.
	W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Full	Embedded throughout, for example: WS Combining Sentences and Personal Story WS Verbs and Persuasive Essay	1-6, 8-10 9		
	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	Full	WS Combining Sentences and Personal Story WS Share Information in a Letter WS Turn a Persuasive Essay into a Business Letter WS Quotations and Short Research Project WS Book Review Presentation Class Connect Session	10 7 10 3, 4 6		
	W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Full	WS Combining Sentences and Personal Story WS Share Information in a Letter WS Turn a Persuasive Essay into a Business Letter WS Quotations and Short Research Project WS Book Review Presentation Class Connect Session	10 7 10 3, 4 6		
	Research to Build and Present Knowledge					
	W.3.7. Conduct short research projects that build knowledge about a topic.	Full	WS Quotations and Short Research Project WS Agreement and Plan a Research Project WS Adjectives and Write a Research Report	2-8 3-9 2-5, 7-11		
	W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Full	WS Agreement and Plan a Research Report	4-8		
	W.3.9. (Begins in grade 4)	N/A	N/A	N/A		
	W.3.NM.9A Gather relevant information from multiple sources, including oral knowledge;	Full	WS Quotations and Short Research Project	3		
	W.3.NM.9B Apply digital tools to gather, evaluate, and use information.	Full	WS Quotations and Short Research Project	3		
Range of Writing						
W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Full	Embedded throughout, for example: WS Journals WS Paragraphs WS Quotations and Short Research Project WS Some Parts of Speech and Write a Short Story	2-4 1, 5, 6, 8-10 3-8 2-11			
Comprehension and Collaboration						

Speaking and Listening	SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their				
	SL.3.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Full	LIT Stories that Teach LIT Greek and Roman Myths Class Connect Session	9 11	
	SL.3.1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Full	LIT Stories that Teach LIT Greek and Roman Myths Class Connect Session	9 11	
	SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Full	LIT Stories that Teach LIT Greek and Roman Myths Class Connect Session	9 11	
	SL.3.1.d. Explain their own ideas and understanding in light of the discussion.	Full	LIT Stories that Teach LIT Greek and Roman Myths Class Connect Session	9 11	
	SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Full	LIT Stories That Teach	9	
	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Full	LIT Stories that Teach LIT Greek and Roman Myths Class Connect Session	9 11	
	Presentation of Knowledge and Ideas				
	SL.3.4. Report on a topic or text, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Full	WS Book Review Presentation	6	
	SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Full	WS Book Review Presentation LIT Animal Friends Poetry	1-6 2, 4, 5	
	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	Full	LIT Greek and Roman Myths WS Book Review Presentation WS Adverbs and Research Report Presentation	11 6 19	
	SL.3.NM.7 Understand the influence of heritage language in English speech patterns;	Full	VOC Literal and Nonliteral Meanings and Latin and Greek Roots	1-3	
	SL.3.NM.8 Orally compare and contrast accounts of the same event and text;	None			Teachers will supplement the curriculum to provide opportunities for students to orally compare and contrast accounts of the same event and text.
	SL.3.NM.9 Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.	None			Teachers will supplement the curriculum to provide opportunities for students to demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
Conventions of Standard English					
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
L.3.1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Full	WS Nouns and Informative Essay WS Pronouns and Book Review WS Verbs and Persuasive Essay WS Adjectives and Write a Research Report WS Adverbs and Research Report Presentation	1-3, 5, 6 1-6, 8 1-3, 8 1-3, 6-8 1, 2		
L.3.1.b. Form and use regular and irregular plural nouns.	Full	WS Nouns and Informative Essay	3, 6		
L.3.1.c. Use abstract nouns (e.g., <i>childhood</i>).	Full	WS Nouns and Informative Essay	2		
L.3.1.d. Form and use regular and irregular verbs.	Full	WS Verbs and Persuasive Essay WS Nouns and Informative Essay	1-6 1-7		
L.3.1.e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	Full	WS Verbs and Persuasive Essay WS Verb Tense and Plan a Short Story	1-6 1-4, 7		
L.3.1.f. Ensure subject-verb and pronoun-antecedent agreement.*	Full	WS Agreement and Plan a Research Report	1-4		
L.3.1.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Full	WS Adjectives and Write a Research Report	7, 8		
L.3.1.h. Use coordinating and subordinating conjunctions.	Full	WS Combining Sentences and Personal Story WS Sentences	9 8		
L.3.1.i. Produce simple, compound, and complex sentences.	Full	WS Sentences	2-10		
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					

Language	L.3.2.a. Capitalize appropriate words in titles.	Full	WS Capital Letters, Punctuation, and Forms	1-3		
	L.3.2.b. Use commas in addresses.	Full	WS Share Information in a Letter	3, 5, 6		
	L.3.2.c. Use commas and quotation marks in dialogue.	Full	WS Quotations and Short Research Project WS Verb Tense and Plan a Short Story	2, 3 8, 9		
	L.3.2.d. Form and use possessives.	Full	WS Pronouns and Book Review	5, 6		
	L.3.2.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Full	Embedded throughout, for example: SPE Heart Words and Suffixes –s & –es SPE Heart Words and Suffix –ed	1-5 1-5		
	L.3.2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Full	Embedded throughout, for example: SPE Heart Words and Vowel Suffixes on Words Ending in y SPE Heart Words and Short Vowel Sounds SPE Heart Words and Triple Consonant Blends	1-5 1-5 1-5		
	L.3.2.g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Full	WS Nouns and Informative Essay WS Turn a Persuasive Essay into a Business Letter	9 6		
	Knowledge of Language					
	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
	L.3.3.a. Choose words and phrases for effect.*	Full	WS Verbs and Persuasive Essay	7-9		
	L.3.3.b. Recognize and observe differences between the conventions of spoken and written standard English.	Full	WS Adjectives and Write a Research Report	7		
	Vocabulary Acquisition and Use					
	L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.					
	L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.	Full	LIT Suffixes and Shades of Meaning	2, 4		
	L.3.4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	Full	VOC Suffixes and Homophones VOC Prefixes and Multiple Meaning Words	1-6, 9, 10 1-6, 9, 10		
	L.3.4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>).	Full	VOC Latin Roots and Homographs	1-6 9 10		
	L.3.4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Full	LIT Weather or Not LIT George Washington: Soldier, Hero, President	1 2		
	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.					
	L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	Full	VOC Literal and Nonliteral Meanings and Latin and Greek Roots	1-10		
	L.3.5.b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	Full	VOC Synonyms, Dictionary Skills, and Abbreviations VOC Solar System Words	1-9 1-9		
L.3.5.c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).	Full	VOC Synonyms, Dictionary Skills, and Abbreviations	1-9			
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	Full	VOC Compound Words and Math Words VOC Solar System Words LIT Weather or Not WS Some Parts of Speech and Write a Short Story	7-10 1-9 1-11 2-8			

New Mexico English Language Development Standards for Grade Six Compared to K ¹² Intermediate English A					
Standard/Topic	Standards	Coverage	K ¹² Unit Name	Lesson #	Comments
Reading: Literature	Key Ideas and Details				
	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Full	Embedded throughout, for example: LIT Lessons Learned LIT Animals and Their People LIT Critical Skills Assignment (Unit 6) LIT Favorites from Famous Books: The Jungle Book LIT A Matter of Justice LIT Stuff and Nonsense LIT Twelfth Night LIT Stories from the Bible	5 10, 13 1 2 1, 2, 5 7 3, 6, 7 5	LIT refers to the Literature and Comprehension program COM refers to the Composition program GUM refers to the Grammar, Usage, and Mechanics program VOC refers to the Vocabulary program
	RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Full	Embedded throughout, for example: LIT Lessons Learned LIT Animals and Their People LIT Myths of Ancient Greece and Rome LIT Critical Skills Assignment (Unit 6) LIT Favorites from Famous Books: The Jungle Book LIT Stories of Our Time LIT Twelfth Night	1, 3 1, 4, 12 1, 3, 5 1 1-3 2, 4 3	
	RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Full	LIT Twelfth Night	1-3, 5-7	
	RL.6.NM.3A Analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present;	Full	LIT Myths of Ancient Greece and Rome	8-10 12	
	RL.6.NM.3B Compare a cultural value as portrayed in literature with a personal belief or value.	Full	LIT Myths of Ancient Greece and Rome	11	
	RL.6.NM.3C Distinguish between primary and secondary sources;	Full	LIT Life Stories: Creative Lives	6	
	Craft and Structure				
	RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Full	LIT Lessons Learned LIT Animals and Their People LIT Critical Skills Assignment (Unit 6)	7 1, 2, 9 1	
	RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Full	LIT Animals and Their People LIT Myths of Ancient Greece and Rome LIT Critical Skills Assignment (Unit 6) LIT A Matter of Justice	8 7 1 6	
	RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	Full	LIT Animals and Their People LIT Critical Skills Assignment (Unit 6) LIT Stories of Our Time	9 1 3	
	Integration of Knowledge and Ideas				
	RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Full	LIT Animals and Their People	2, 5, 6, 9	
	RL.6.8. Not applicable to literature	N/A	N/A	N/A	
	RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Full	LIT Lessons Learned LIT Animals and Their People LIT Myths of Ancient Greece and Rome LIT Critical Skills Assignment (Unit 6) LIT A Matter of Justice LIT Stuff and Nonsense	3, 6, 8 4, 7-9, 11 1, 9, 11 1 8, 10, 11 4, 9	
Range of Reading and Level of Text Complexity					
RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Full	Embedded throughout, for example: LIT Lessons Learned LIT To Everything There Is a Season LIT Twelfth Night	1-3 1-3 1-3		
Key Ideas and Details					

Reading: Informational Text	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Full	LIT Animal Adventures LIT Life Stories: Creative Lives LIT A Matter of Justice	1-5 1-5 9		
	RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Full	LIT Animal Adventures LIT Life Stories: Creative Lives LIT Critical Skills Assignment (Unit 9)	1-5 1-5 1		
	RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Full	LIT Life Stories: Creative Lives LIT A Matter of Justice	1, 2, 4, 5, 9, 10 9		
	Craft and Structure					
	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Full	LIT Life Stories: Creative Lives LIT Animal Adventures LIT Critical Skills Assignment (Unit 9)	1-5 1 1		
	RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Full	LIT Animal Adventures LIT Critical Skills Assignment (Unit 9)	1 1		
	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Full	LIT Animal Adventures	1-6		
	Integration of Knowledge and Ideas					
	RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Full	LIT Animal Adventures LIT Life Stories: Creative Lives LIT A Matter of Justice	1, 2, 4 2 8, 9		
	RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Full	LIT Critical Skills Assignment (Unit 9)	1		
	RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Full	LIT Life Stories: Creative Lives	4, 5		
	RI.6.NM.9A Distinguish between primary and secondary sources;	Full	LIT Life Stories: Creative Lives	6		
	RI.6.NM.9B Describe how the media use propaganda, bias, and stereotyping to influence audiences.	Partial	COM Advertisement		Teachers will supplement the curriculum to include opportunities for students to describe how the media use propaganda, bias, and stereotyping to influence audiences.	
	Range of Reading and Level of Text Complexity					
	RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range	Full	Embedded throughout, for example: LIT Animal Adventures LIT A Matter of Justice	1, 2, 4 8, 9		
	Text Types and Purposes					
	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.					
	W.6.1.a. Introduce claim(s) and organize the reasons and evidence clearly.	Full	COM Persuasive Essay	5-8		
	W.6.1.b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Full	COM Persuasive Essay	5-8		
	W.6.1.c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Full	COM Persuasive Essay	7-9		
W.6.1.d. Establish and maintain a formal style.	Full	COM Persuasive Essay	7-9			
W.6.1.e. Provide a concluding statement or section that follows from the argument presented.	Full	COM Persuasive Essay	7			
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.						
W.6.2.a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Full	COM Comparison and Contrast Essay COM Research Report COM How-to Essay?	2-5 8-15 2-4			
W.6.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Full	COM Comparison and Contrast Essay COM Research Report COM How-to Essay?	2-4 8-15 2-4			
W.6.2.c. Use appropriate transitions to clarify the relationships among ideas and concepts.	Full	COM Introduction to the Paragraph COM Comparison and Contrast Essay COM How-to Essay?	3 4, 5 3, 4			
W.6.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic	Full	COM How-to Essay? COM Research Report	2-4 10-15			
W.6.2.e. Establish and maintain a formal style.	Full	COM Comparison and Contrast Essay COM Research Report	4-5 10-15, 17			

Writing

W.6.2.f. Provide a concluding statement or section that follows from the information or explanation presented.	Full	COM Comparison and Contrast Essay COM Research Report COM How-to Essay?	4 13 3	
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				
W.6.3.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Full	COM Personal Narrative LIT Critical Skills Assignment (Unit 6)	4, 5 1	
W.6.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Full	COM Personal Narrative LIT Critical Skills Assignment (Unit 6)	3-5 1	
W.6.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Full	COM Personal Narrative LIT Critical Skills Assignment (Unit 6)	4, 5 1	
W.6.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Full	COM Personal Narrative LIT Critical Skills Assignment (Unit 6)	3-5 1	
W.6.3.e. Provide a conclusion that follows from the narrated experiences or events.	Full	COM Personal Narrative LIT Critical Skills Assignment (Unit 6)	5 1	
Production and Distribution of Writing				
W.6.4. 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.)	Full	Embedded throughout, for example: COM Personal Narrative COM How-to Essay? COM Book Review	1-6 1-5 1-5	
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)	Full	COM Personal Narrative COM How-to Essay? COM Book Review	1-6 1-5 1-5	
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Full	Embedded throughout, for example: COM Personal Narrative COM Comparison and Contrast Essay COM Research Report COM How-to Essay? COM Book Review	4-6 4, 5 10-15, 17 3-5 4, 5	
Research to Build and Present Knowledge				
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Full	LIT Animal Adventures LIT Life Stories: Creative Lives	3 6	
W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Full	COM Comparison and Contrast Essay COM Persuasive Essay COM Research Report	2 5 1, 3-8, 10-13, 16	
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.				
W.6.9.a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	Full	Embedded throughout, for example: LIT Myths of Ancient Greece and Rome LIT Stories of Our Time	1-11 9-13	
W.6.9.b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	Full	Embedded throughout, for example: LIT Animal Adventures LIT Life Stories: Creative Lives	1-5 1-5	
Range of Writing				
W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Full	Embedded throughout, for example: COM Personal Narrative COM How-to Essay? COM Book Review	1-6 1-5 1-5	
Comprehension and Collaboration				
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.				
SL.6.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Full	Embedded throughout, for example: COM Book Review LIT Participating in Discussions LIT Lessons Learned LIT Animals and Their People	5 1, 2 1 1	
SL.6.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Full	Embedded throughout, for example: LIT Participating in Discussions LIT Lessons Learned LIT Animals and Their People	1, 2 1 1	

Intermediate English A

Speaking & Listening	SL.6.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Full	Embedded throughout, for example: COM Book Review LIT Participating in Discussions LIT Lessons Learned LIT Animals and Their People	5 1, 2 1 1	
	SL.6.1.d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Full	LIT Participating in Discussions	1, 2	
	SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, or orally) and explain how it contributes to a topic, text, or issue under study.	Full	COM Persuasive Essay COM Advertisement LIT To Everything There Is a Season LIT Twelfth Night LIT Animal Adventures LIT Life Stories: Creative Lives LIT A Matter of Justice	11 6 3 1, 4, 7 1, 2, 4 2 8, 9	
	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Full	COM Persuasive Essay COM Advertisement	12 7	
	Presentation of Knowledge and Ideas				
	SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Full	COM Persuasive Essay COM Advertisement	10, 13 5, 6, 10	
	SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Full	COM Advertisement	6, 8, 10	
	SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	Full	COM Persuasive Essay COM Advertisement LIT Life Stories: Creative Lives LIT Semester Review and Assessment	13 9, 10 11 1	
	SL.6.NM.7 Understand the influence of heritage language in English speech patterns;	Full	LIT Twelfth Night	1-8	
	SL.6.NM.8 Orally compare and contrast accounts of the same event and text;	None			Teachers will supplement the curriculum to include opportunities for students to orally compare and contrast accounts of the same event and text;
SL.6.NM.9 Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.	None			Teachers will supplement the curriculum to include opportunities for students to	
Conventions of Standard English					
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
L.6.1.a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Full	GUM Using Pronouns	1, 3-5, 8, 9		
L.6.1.b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	Full	GUM Using Pronouns	1		
L.6.1.c. Recognize and correct inappropriate shifts in pronoun number and person.*	Full	GUM Using Pronouns GUM Subject and Verb Agreement	5 5		
L.6.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	Full	GUM Using Pronouns	6		
L.6.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	Full	COM Introduction to the Paragraph COM Persuasive Essay COM Advertisement LIT Animals and Their People	3 12 9 2		
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
L.6.2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	Full	GUM End Marks and Commas	3-5		
L.6.2.b. Spell correctly.	Full	Embedded throughout, for example: COM Personal Narrative COM Comparison and Contrast Essay	4-6 4, 5		
Knowledge of Language					
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.*	Full	COM Introduction to the Paragraph	3		
L.6.3.b. Maintain consistency in style and tone.*	Full	COM Research Report COM Advertisement COM Book Review LIT Critical Skills Assignment (Unit 6)	2, 10-15 4 4 1		
Language					

Vocabulary Acquisition and Use				
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.				
L.6.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Full	LIT Critical Skills Assignment (Unit 6) LIT Critical Skills Assignment (Unit 9) LIT Critical Skills Assignment (Unit 15)	1 1 1	
L.6.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).	Full	VOC Numbers VOC Before and After VOC Animals	1-3 1-3 1-3	
L.6.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Full	VOC Numbers VOC Before and After VOC Animals	1-3 1-3 1-3	
L.6.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Full	VOC Numbers VOC Before and After VOC Animals	1-3 1-3 1-3	
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
L.6.5.a. Interpret figures of speech (e.g., personification) in context.	Full	LIT To Everything There Is a Season LIT Animals and Their People	4, 5 2	
L.6.5.b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Full	Travel LIT Animals and Their People LIT Stuff and Nonsense	1 7 2	
L.6.5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	Full	LIT A Matter of Justice	1	
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Full	Embedded throughout, for example: VOC Numbers VOC Before and After VOC Animals	1-3 1-3 1-3	

New Mexico English Language Development Standards for Grades 9-10 Compared to K ¹² ENG102: LAC I and ENG202: LAC II					
Strand/Topic	Standards	Coverage	ENG102: LAC I	ENG202: LAC II	Comments
Reading: Literature	Key Ideas and Details				
	RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Full	ENG102A: LC 2.1 - 2.12	ENG202A 1.1 - 1.12	LC refers to Literature and Composition units GUM refers to Grammar, Usage, and Mechanics units VOC refers to Vocabulary units
	RL.9-10.2. 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.	Full	ENG102A: LC 2.1 - 2.12	ENG202A 1.1 - 1.12	
	RL.9-10.3. 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.	Full	ENG102A: LC 2.1 - 2.12	ENG202A 1.1 - 1.12	
	RL.9-10.NM.3A. Analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.	Partial	ENG102A: LC 5.1-5.9 ENG102A: LC 10.3-10.5 ENG102B: LC 4.1-4.14	ENG202A: LC 1.1-1.12 ENG202B: LC 1.1-1.14	Teachers will supplement the curriculum to provide opportunities for students to analyze and evaluate Hispanic and Native American oral and written texts.
	RL.9-10.NM.3B. Cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.	Partial	ENG102A: LC 5.1-5.9 ENG102A : LC 10.3-10.5 ENG102B: LC 4.1-4.14	ENG202B: LC 2.1-2.13	Teachers will supplement the curriculum to provide opportunities for students to cite strong and thorough textual evidence to support analysis of various Hispanic and Native American oral and written texts.
	Craft and Structure				
	RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Full	ENG102A LC 5.1 - 5.9 ENG102A LC 10.1 - 10.7	ENG202B 4.1 - 4.11	
	RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Full	ENG102A LC 5.1 - 5.9 ENG102A LC 10.1 - 10.7	ENG202B 4.1 - 4.11	
	RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Full	ENG102A LC 2.1 - 2.11	ENG202A 1.9 ENG202A 9.6 -9.8	
	Integration of Knowledge and Ideas				
	RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	Full	ENG102B LC 1.1	ENG202A 1.3 ENG202A 1.10	
	RL.9-10.8. (Not applicable to literature)				
RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Full	ENG102B LC 1.1 - 1.8	ENG202A 1.2		
Range of Reading and Level of Text Complexity					

Reading: Informational Text	RI.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Full	ENG102A LC 2.1 - 2.12 ENG102A LC 5.1 - 5.9 ENG102B LC 1.1 - 1.8	ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202B 4.1 - 4.11	
	Key Ideas and Details				
	RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Full	ENG102A LC 4.1	ENG202B 7.1 - 7.13	
	RI.9-10.2. 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.	Full	ENG102A LC 4.1	ENG202B 7.1 - 7.13	
	RI.9-10.3. 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.	Full	ENG102A LC 4.1	ENG202B 7.1 - 7.13	
	Craft and Structure				
	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Full	ENG102A LC 4.1	ENG202B 7.1 - 7.13	
	RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Full	ENG102A LC 4.1	ENG202A 8.1	
	RI.9-10.6. 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.	Full	ENG102A LC 4.1	ENG202A 2.1	
	Integration of Knowledge and Ideas				
	RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Full	ENG102A LC 2.1-2.6	ENG202A 8.1 - 8.9	
	RI.9-10.8. 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.	Full	ENG102A LC 4.1 ENG102A LC 6.4	ENG202A 5.5 ENG202A 10.3 ENG202A 10.6	
	RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	Full	Fully covered in ENG202	ENG202A LIT 8.1	
	RI.9-10.NM.9A. Analyze and evaluate common characteristics of significant works, including Hispanic and Native American oral and written texts;	Partial	ENG102A LC 4.1	ENG202B 7.1 - 7.13	Teachers will supplement the curriculum to provide opportunities for students to analyze and evaluate common characteristics of Hispanic and Native American oral and written texts.
	RI.9-10.NM.9B. Cite strong and thorough textual evidence to support analysis of significant works, including Hispanic and Native American oral and written texts.	Partial	ENG102A LC 4.1	ENG202B 7.1 - 7.13	Teachers will supplement the curriculum to provide opportunities for students to cite strong and thorough textual evidence to support analysis of Hispanic and Native American oral and written texts.
Range of Reading and Level of Text Complexity					
RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Full	ENG102A LC 4.1 ENG102A LC 8.1 ENG102B LC 3.1	ENG202A 8.1 - 8.9		
Text Types and Purposes					
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
W.9-10.1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear	Full	ENG102B LC 2.1 - 2.12	ENG202A 8.1 - 8.9		
W.9-10.1.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Full	ENG102B LC 2.1 - 2.12	ENG202A 8.1 - 8.9		

Writing	W.9-10.1.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Full	ENG102B LC 2.1 - 2.12	ENG202A 8.1 - 8.9	
	W.9-10.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Full	ENG102B LC 2.1 - 2.12	ENG202A 8.1 - 8.9	
	W.9-10.1.e. Provide a concluding statement or section that follows from and supports the argument presented.	Full	ENG102B LC 2.1 - 2.12	ENG202A 8.1 - 8.9	
	W.9-10.2. 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.				
	W.9-10.2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Full	ENG102B LC 6.1 - 6.19	ENG202B 7.1 - 7.13	
	W.9-10.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Full	ENG102B LC 6.1 - 6.19	ENG202B 7.1 - 7.13	
	W.9-10.2.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Full	ENG102B LC 6.1 - 6.19	ENG202B 7.1 - 7.13	
	W.9-10.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Full	ENG102B LC 6.1 - 6.19	ENG202B 7.1 - 7.13	
	W.9-10.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Full	ENG102B LC 6.1 - 6.19	ENG202B 7.1 - 7.13	
	W.9-10.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Full	ENG102B LC 6.1 - 6.19	ENG202B 7.1 - 7.13	
	W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
	W.9-10.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Full	ENG102A LC 6.3	ENG202A 2.1 - 2.12	
	W.9-10.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Full	ENG102A LC 6.3	ENG202A 2.1 - 2.12	
	W.9-10.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Full	ENG102A LC 6.3	ENG202A 2.1 - 2.12	
	W.9-10.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Full	ENG102A LC 6.3	ENG202A 2.1 - 2.12	
	W.9-10.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Full	ENG102A LC 6.3	ENG202A 2.1 - 2.12	
	Production and Distribution of Writing				
	W.9-10.4. 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.)	Full	ENG102A LC 6.1 - 6.7	ENG202A 2.1 - 2.12 ENG202B 7.1 - 7.13	
	W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Full	ENG102B LC 6.1 - 6.19	ENG202A 2.1 - 2.12 ENG202B 7.1 - 7.13	
	W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Full	ENG102B LC 6.1 - 6.19	ENG202A 2.1 - 2.12 ENG202B 7.1 - 7.13	
Research to Build and Present Knowledge					
W.9-10.7. 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.	Full	ENG102B LC 6.1 - 6.19	ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13		

	W.9-10.8. 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.	Full	ENG102B LC 6.1 - 6.19	ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13	
W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.					
	W.9-10.9.a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	Full	ENG102B LC 6.1 - 6.19	ENG202A 1.1 - 1.12 ENG202A 9.1 - 9.11 ENG202B 1.1 - 1.14	
	W.9-10.9.b. 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”).	Full	ENG102B LC 6.1 - 6.19	ENG202A 8.1 - 8.9	
Range of Writing					
	W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Full	ENG102B LC 6.1 - 6.19	ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13	
Speaking & Listening					
Comprehension and Collaboration					
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.					
	SL.9-10.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Full	ENG102A LC 2.8 ENG102A LC 5.1	ENG202A 1.3 ENG202A 4.7	
	SL.9-10.1.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	Full	ENG102A LC 2.8 ENG102A LC 5.1	ENG202A 1.3 ENG202A 4.7	
	SL.9-10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Full	ENG102A LC 2.8 ENG102A LC 5.1	ENG202A 1.3 ENG202A 4.7	
	SL.9-10.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Full	ENG102A LC 2.8 ENG102A LC 5.1	ENG202A 1.3 ENG202A 4.7	
	SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Full	ENG102A LC 2.1-2.6	Fully covered in ENG102	
	SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Full	Fully covered in ENG202	ENG202A LIT 8.1	
Presentation of Knowledge and Ideas					
	SL.9-10.4. 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.	Full	ENG102A LC 2.8 ENG102A LC 5.1	ENG202A 1.3 ENG202A 4.7	
	SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Full	Fully covered in ENG202	ENG202A 8.1 - 8.9	
	SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Full	Fully covered in ENG202	ENG202A 8.1 - 8.5	
Conventions of Standard English					
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
	L.9-10.1.a. Use parallel structure.*	Full	ENG102B GUM 1.4 ENG102B GUM 1.5	ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9	
	L.9-10.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Full	ENG102A GUM 7.1 - 7.5 ENG102A GUM 8.1 - 8.9 ENG102 GUM 9.1 - 9.9	ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9	
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					

Language	L.9-10.2.a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Full	ENG102B GUM 8.4	ENG202B 2.1-2.13	
	L.9-10.2.b. Use a colon to introduce a list or quotation.	Full	ENG102B GUM 8.5	ENG202B 10.7	
	L.9-10.2.c. Spell correctly.	Full	ENG102A LC 1.9	ENG202A 2.12	
	Knowledge of Language				
	L.9-10.3. 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.				
	L.9-10.3.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.	Full	ENG102A LC 3.1 - 3.8	ENG202A 2.1 - 2.12	
	Vocabulary Acquisition and Use				
	L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.				
	L.9-10.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Full	ENG102A LIT 4.1	ENG202A 1.2	
	L.9-10.4.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	Full	ENG102A VOC 1.1 - 1.8	ENG202A 1.1 ENG202A 1.2	
	L.9-10.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	Full	ENG102A LC 4.1 ENG102A LC 2.5 ENG102A VOC 1.1	ENG202A 1.1 ENG202A 1.2	
	L.9-10.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Full	ENG102A LC 4.1 ENG102A VOC 1.1	ENG202A 1.1 ENG202A 1.2	
	L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
L.9-10.5.a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	Full	ENG102A LC 5.1 - 5.9 ENG102A LC 10.1 - 10.7	ENG202A 1.4 - 1.9 ENG202A 1.1 - 1.12		
L.9-10.5.b. Analyze nuances in the meaning of words with similar denotations.	Full	ENG102A LC 4.1 ENG102A VOC 2.1	ENG202A 1.4 - 1.9 ENG202A 1.1 - 1.12		
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Full	ENG102A LIT 4.1 ENG102A VOC 2.1	ENG202A 1.4 - 1.9 ENG202A 1.1 - 1.12		

New Mexico English Language Development Standards for Grades 9-10
Compared to K¹² ENG103: Literary Analysis and Composition I and ENG203: Literary Analysis and Composition II (as of Fall 2015)

Strand/Topic	Performance Indicator	Coverage	ENG103: LAC I	ENG203: LAC II	Comments	
Key Ideas and Details						
Literature	RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Full	Embedded throughout, for example: ENG103A LC 1.1-1.7 ENG103A LC 6.1-6.6 ENG103B LC 7.1-7.9	Embedded throughout, for example: ENG203A LC 1.5 ENG203A LC 6.2-6.7 ENG203B LC 3.2-3.7	ENG103A refers to the first semester of K ¹² 's Literary Analysis and Composition I course. ENG103B refers to the second semester of K ¹² 's Literary Analysis and Composition I course. ENG203A refers to the first semester of K12's Literary Analysis and Composition II course. ENG203B refers to the second semester of K12's Literary Analysis and Composition II course. LC refers to Literature and Composition units in both ENG103 and ENG203. GV refers to Grammar, Usage and Mechanics/Vocabulary units in ENG103. GM refers to Grammar, Usage, and Mechanics units in ENG203. VC refers to Vocabulary units in ENG203.	
	RL.9-10.2. 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.	Full	ENG103A LC 3.1	Embedded throughout, for example: ENG203A LC 6.2-6.7 ENG203B LC 3.2-3.7 ENG203B LC 5.1-5.8		
	RL.9-10.3. 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.	Full	ENG103A LC 3.1	Embedded throughout, for example: ENG203A LC 1.7 ENG203A LC 3.1, 3.4, 3.6, 3.8 ENG203A LC 6.1-6.7		
	RL.9-10.NM.3A. Analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.	Partial	ENG103A LC 1.1-1.7 ENG103A LC 3.1 ENG103A LC 6.1-6.6 ENG103B LC 7.1-7.9	ENG203A LC 1.2-1.7 ENG203A LC 3.2-3.7 ENG203A LC 6.2-6.7 ENG203B LC 5.1-5.9	Teachers will supplement the curriculum to provide opportunities for students to analyze and evaluate common characteristics of significant works of Hispanic and Native American oral and written texts.	
	RL.9-10.NM.3B. Cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.	Partial	ENG103A LC 1.1-1.7 ENG103A LC 6.1-6.6 ENG103B LC 7.1-7.9	ENG203A LC 1.5 ENG203A LC 6.2-6.7 ENG203B LC 3.2-3.7	Teachers will supplement the curriculum to provide opportunities for students to cite strong and thorough textual evidence to support analysis of Hispanic and Native American oral and written texts.	
	Craft and Structure					
	RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Full	ENG103A LC 1.3 ENG103B LC 4.1-4.5	ENG203A LC 7.2, 7.4, 7.7 ENG203B LC 3.2-3.7 ENG203B LC 5.2 ENG203B LC 6.1 ENG203B LC 8.1		
	RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Full	ENG103A LC 1.3	Embedded throughout, for example: ENG203A LC 1.2, 1.3, 1.7 ENG203A LC 3.2-3.4, 3.8 ENG203A LC 6.1-6.7		
	RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Full	ENG103A LC 3.5 ENG103B LC 7.1-7.9 ENG103B LC 8.4, 8.5	ENG203A LC 6.1, 6.10		
	Integration of Knowledge and Ideas					
RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	Full	ENG103B LC 7.1	ENG203B LC 8.4			
RL.9-10.8. (Not applicable to literature)	N/A	N/A	N/A			
RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Full	ENG103A LC 6.1 ENG103B LC 7.1	ENG203B LC 5.1-5.8			
RI.9-10.NM.9A. Analyze and evaluate common characteristics of significant works, including Hispanic and Native American oral and written texts.	Partial	ENG103A LC 1.1-1.7 ENG103A LC 3.1 ENG103A LC 6.1-6.6 ENG103B LC 7.1-7.9	ENG203A LC 1.2-1.7 ENG203A LC 3.2-3.7 ENG203A LC 6.2-6.7 ENG203B LC 5.1-5.9	Teachers will supplement the curriculum to provide opportunities for students to analyze and evaluate common characteristics of Hispanic and Native American oral and written texts.		
RI.9-10.NM.9B. Cite strong and thorough textual evidence to support analysis of significant works, including Hispanic and Native American oral and written texts.	Partial	ENG103A LC 1.1-1.7 ENG103A LC 6.1-6.6 ENG103B LC 7.1-7.9	ENG203A LC 1.5 ENG203A LC 6.2-6.7 ENG203B LC 3.2-3.7	Teachers will supplement the curriculum to provide opportunities for students to cite strong and thorough textual evidence to support analysis of Hispanic and Native American oral and written texts.		
Range of Reading and Level of Text Complexity						

	RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Full	Embedded throughout, for example: ENG103A LC 3.1-3.5, 3.7-3.9 ENG103A LC 6.1, 6.3-6.5 ENG103B LC 7.1-7.7	Embedded throughout, for example: ENG203A LC 1.2-1.7 ENG203A LC 3.2-3.7 ENG203B LC 5.1-5.9	
	Key Ideas and Details				
	RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Full	ENG103B LC 2.1-2.6	ENG203A LC 7.7-7.9 ENG203B LC 6.5	
	RI.9-10.2. 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.	Full	ENG103B LC 2.1-2.6	ENG203A LC 7.6-7.8 ENG203B LC 6.5	
	RI.9-10.3. 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.	Full	ENG103B LC 1.1, 1.2	ENG203A LC 7.7, 7.8 ENG203B LC 6.5	
	Craft and Structure				
	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Full	ENG103A LC 1.3 ENG103B LC 1.1	ENG203A LC 7.5, 7.7, 7.8 ENG203B LC 6.5	
	RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Full	ENG103B LC 1.1, 1.2	ENG203B LC 6.5	
	RI.9-10.6. 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.	Full	ENG103B LC 1.1, 1.2	ENG203A LC 7.7 ENG203B LC 6.5	
	Integration of Knowledge and Ideas				
Informational Text	RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Full	ENG103B LC 1.2	ENG203B LC 6.3	
	RI.9-10.8. 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.	Full	ENG103A LC 5.1-5.5	ENG203B LC 6.3, 6.5	
	RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	Full	ENG103B LC 1.1, 1.2	ENG203B LC 6.5-6.6	
	RI.9-10.NM.9A. Analyze and evaluate common characteristics of significant works, including Hispanic and Native American oral and written texts.	Partial	ENG103B LC 2.1-2.6	ENG203A LC 7.6-7.8 ENG203B LC 6.5	Teachers will supplement the curriculum to provide opportunities for students to analyze and evaluate common characteristics Hispanic and Native American oral and written texts.
	RI.9-10.NM.9B. Cite strong and thorough textual evidence to support analysis of significant works, including Hispanic and Native American oral and written texts.	Partial	ENG103B LC 2.1-2.6	ENG203A LC 7.7-7.9 ENG203B LC 6.5	Teachers will supplement the curriculum to provide opportunities for students to cite strong and thorough textual evidence to support analysis of Hispanic and Native American oral and written texts.
	Range of Reading and Level of Text Complexity				
	RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Full	ENG103A LC 1.3-1.6 ENG103B LC 1.1, 1.2 ENG103B LC 2.1-2.6	ENG203A LC 7.7 ENG203B LC 6.5	
	Text Types and Purposes				
	W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
	W.9-10.1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Full	ENG103A LC 5.3, 5.6, 5.7, 5.9	ENG203A LC 8.4, 8.6, 8.7, 8.10	
	W.9-10.1.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Full	ENG103A LC 5.3, 5.6, 5.7, 5.9	ENG203A LC 8.6, 8.7, 8.10	
	W.9-10.1.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Full	ENG103A LC 5.6, 5.7, 5.9	ENG203A LC 8.6, 8.7, 8.10, 8.11	
	W.9-10.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Full	ENG103A LC 5.6, 5.7, 5.9	ENG203A LC 8.6, 8.7, 8.10	
	W.9-10.1.e. Provide a concluding statement or section that follows from and supports the argument presented.	Full	ENG103A LC 5.7	ENG203A LC 8.7	
	W.9-10.2. 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.				

Writing	W.9-10.2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Full	ENG103B LC 1.5, 1.6 ENG103B LC 3.5, 3.7-3.9, 3.12, 3.13	ENG204B LC 4.1, 4.7, 4.9-4.11		
	W.9-10.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Full	ENG103B LC 1.5, 1.6 ENG103B LC 3.5, 3.7-3.9, 3.12, 3.13	ENG203B LC 4.9, 4.10, 4.13, 4.14		
	W.9-10.2.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Full	ENG103B LC 1.5, 1.6 ENG103B LC 3.7-3.9, 3.12, 3.13	ENG203B LC 4.13		
	W.9-10.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Full	ENG103B LC 1.5, 1.6 ENG103B LC 3.7-3.9, 3.12, 3.13	ENG203B LC 4.9-4.11, 4.13-4.15		
	W.9-10.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Full	ENG103B LC 1.5, 1.6 ENG103B LC 3.7-3.9, 3.12, 3.13	ENG203B LC 4.9-4.11, 4.13-4.15		
	W.9-10.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Full	ENG103B LC 1.5 ENG103B LC 3.9	ENG203A LC 4.11		
	W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
	W.9-10.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Full	ENG103A LC 2.2, 2.4, 2.5, 2.7, 2.8	ENG203A LC 2.2, 2.4 ENG203B LC 7.1		
	W.9-10.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Full	ENG103A LC 2.4, 2.5, 2.7, 2.8	ENG203A LC 2.2, 2.4 ENG203B LC 7.1		
	W.9-10.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Full	ENG103A LC 2.3-2.5, 2.7, 2.8	ENG203A LC 2.2, 2.4 ENG203B LC 7.1		
	W.9-10.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Full	ENG103A LC 2.4, 2.5, 2.7, 2.8	ENG203A LC 2.2, 2.4 ENG203B LC 7.1		
	W.9-10.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Full	ENG103A LC 2.5	ENG203A LC 2.4 ENG203B LC 7.1		
	Production and Distribution of Writing					
	W.9-10.4. 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.)	Full	Embedded throughout, for example: ENG103A LC 2.2-2.5, 2.7-2.9 ENG103B LC 1.3, 1.5, 1.6 ENG103B LC 3.2-3.5, 3.7-3.9, 3.11-3.14	Embedded throughout, for example: ENG203A LC 2.1-2.8 ENG203A LC 8.1-8.11 ENG203B LC 1.1-1.6		
	W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Full	Embedded throughout, for example: ENG103A LC 2.2-2.5, 2.7-2.9 ENG103B LC 1.3, 1.5, 1.6 ENG103B LC 3.2-3.5, 3.7-3.9, 3.11-3.14	Embedded throughout, for example: ENG203A LC 2.1-2.8 ENG203A LC 8.1-8.11 ENG203B LC 1.1-1.6		
	W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Full	ENG103B LC 1.3-1.7 ENG103B LC 3.2-3.4	ENG203A LC 2.8 ENG203B LC 1.5 ENG203B LC 4.1-4.15		
	Research to Build and Present Knowledge					
	W.9-10.7. 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.	Full	ENG103B LC 1.3, 1.5, 1.6 ENG103B LC 3.2-3.5, 3.7-3.9, 3.11-3.14	ENG203A LC 4.1-4.14 ENG203B LC 5.1 ENG203B LC 6.5 ENG203B 8.4		
	W.9-10.8. 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.	Full	ENG103B LC 3.2-3.5, 3.7-3.9, 3.11	ENG203A LC 4.3-4.6, 4.8-4.11		
	W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.					
W.9-10.9.a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	Full	Embedded throughout, for example: ENG103A LC 1.1-1.7 ENG103A LC 3.1-3.10 ENG103A LC 6.1-6.6 ENG103B LC 4.1-4.5 ENG103B LC 6.1-6.10 ENG103B LC 7.1-7.9	Embedded throughout, for example: ENG203A LC 4.1-4.14 ENG203B LC 5.1-5.9			
W.9-10.9.b. 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").	Full	ENG103A LC 1.3-1.6 ENG103B LC 1.1, 1.2 ENG103B LC 2.1-2.6	ENG203B LC 6.5			
Range of Writing						

	W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Full	Embedded throughout, for example: ENG103A LC 2.2-2.5, 2.7-2.9 ENG103B LC 1.3, 1.5, 1.6 ENG103B LC 3.2-3.5, 3.7-3.9, 3.11-3.14	Embedded throughout, for example: ENG203A LC 2.1-2.8 ENG203A LC 8.1-8.11 ENG203B LC 1.1-1.6 ENG203B LC 4.1-4.15 ENG203B 5.1 ENG203B LC 11.1		
Comprehension and Collaboration						
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.						
Speaking & Listening	SL.9-10.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Full	ENG103A LC 1.1	ENG203A LC 1.1 ENG203A LC 6.5 ENG203A LC 7.5 ENG203B LC 5.8 ENG203B LC 6.5		
	SL.9-10.1.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	Full	ENG103A LC 1.1	ENG204A LC 1.1 ENG204A LC 6.5 ENG204A LC 7.5 ENG204B LC 5.8 ENG204B LC 6.5		
	SL.9-10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Full	ENG103B LC 1.7	ENG204A LC 1.1 ENG204A LC 6.5 ENG204A LC 7.5 ENG204B LC 5.8 ENG204B LC 6.5		
	SL.9-10.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Full	ENG103B LC 1.7	ENG204A LC 1.1 ENG204A LC 6.5 ENG204A LC 7.5 ENG204B LC 5.8 ENG204B LC 6.5		
	SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Full	ENG103A LC 3.2-3.4	ENG203A LC 8.3 ENG203B LC 4.3-4.6		
	SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Full	ENG103B LC 1.1, 1.2, 1.4	ENG203B LC 1.2, 1.5		
	Presentation of Knowledge and Ideas					
	SL.9-10.4. 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.	Full	ENG103B LC 1.7	ENG203B LC 1.5		
	SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Full	ENG103B LC 1.3, 1.7	ENG203B LC 1.5		
	SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Full	Embedded throughout in Synchronous Sessions ENG103B LC 1.7	Embedded throughout in Synchronous Sessions ENG203B LC 1.5		
Conventions of Standard English						
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
L.9-10.1.a. Use parallel structure.*	Full	ENG103B LC 1.2, 1.5	ENG203B GM 4.4-4.6			
L.9-10.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Full	ENG103A GV 4.1 ENG103A GV 6.1, 6.3, 6.4 ENG103A GV 8.1-8.3, 8.6	ENG203A GM 1.1-1.4, 1.6-1.8 ENG203A GM 2.1-2.4 ENG203A GM 4.1, 4.3-4.8 ENG203A GM 5.1-5.4 ENG203A GM 6.1-6.4, 6.6-6.9 ENG203B GM 3.1-3.5 ENG203B GM 4.1-4.3			
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
L.9-10.2.a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Full	ENG103B GV 11.2	ENG203A GM 3.7 ENG203A GM 3.8			
L.9-10.2.b. Use a colon to introduce a list or quotation.	Full	ENG103B GV 11.4	ENG203B GM 7.5			
L.9-10.2.c. Spell correctly.	Full	Embedded throughout, for example: ENG103A LC 2.9 ENG103A LC 5.10 ENG103B LC 3.14 ENG103B LC 5.9 ENG103B LC 9.8	Embedded throughout, for example: ENG203A LC 2.8 ENG203A LC 8.11 ENG203B LC 1.6 ENG203B LC 4.15 ENG203B LC 11.1			
Knowledge of Language						
L.9-10.3. 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.						

Language	L.9-10.3.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.	Full	ENG103B LC 3.11	ENG203B LC 4.8	
	Vocabulary Acquisition and Use				
	L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.				
	L.9-10.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Full	ENG103A LC 6.1 ENG103B LC 4.1-4.4	ENG203A LC 1.3	
	L.9-10.4.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	Full	ENG103A GV 5.3	ENG203A VC 1.5 ENG203B VC 1.4	
	L.9-10.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	Full	ENG103A GV 5.1 ENG103A GV 9.1 ENG103B GV 2.1	Embedded throughout, for example: ENG203A VC 2.1-2.6 ENG203B VC 1.1-1.6 ENG203B VC 2.1-2.6	
	L.9-10.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Full	ENG103A GV 5.1 ENG103A GV 9.1 ENG103B GV 2.1	Embedded throughout, for example: ENG203A VC 1.1-1.6 ENG203A VC 2.1-2.6 ENG203A VC 3.1-3.6 ENG203B VC 1.1-1.6 ENG203B VC 2.1-2.6 ENG203B VC 3.1-3.6	
	L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
	L.9-10.5.a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	Full	ENG103A LC 3.5, 3.7 ENG103A LC 6.4 ENG103B LC 1.2 ENG103B LC 4.2 ENG103B LC 7.2 ENG103B LC 8.3	ENG203B LC 3.1-3.11	
	L.9-10.5.b. Analyze nuances in the meaning of words with similar denotations.	Full	ENG103B LC 1.1	Embedded throughout, for example: ENG203A VC 1.1-1.4 ENG203A VC 2.1-2.4 ENG203A VC 3.1-3.4 ENG203B VC 1.1-1.4 ENG203B VC 2.1-2.4 ENG203B VC 3.1-3.4	
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Full	Embedded throughout, for example: ENG103B LC 1.1, 1.2 ENG103A GV 5.1-5.5, 5.7-5.9 ENG103A GV 9.1-9.4, 9.6-9.9 ENG103B GV 2.1-2.8	Embedded throughout, for example: ENG203A VC 1.1-1.6 ENG203A VC 3.1-3.6 ENG203B VC 2.1-2.6		

New Mexico English Language Development Standards for Grades 9-10					
Compared to K ¹² ENG104: Honors Literary Analysis and Composition I and ENG204: Honors Literary Analysis and Composition II (as of Fall 2015)					
Strand/Topic	Performance Indicator	Coverage	ENG104: Honors LAC I	ENG204: Honors LAC II	Comments
Literature	Key Ideas and Details				
	RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Full	Embedded throughout, for example: ENG104A LC 1.1-1.7 ENG104A LC 3.1-3.10 ENG104A LC 6.1-6.6 ENG104B LC 4.1-4.5 ENG104B LC 6.1-6.10 ENG104B LC 7.1-7.9	Embedded throughout, for example: ENG204A LC 1.5 ENG204A LC 6.2-6.7 ENG204B LC 3.2-3.7	
	RL.9-10.2. 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.	Full	ENG104A LC 3.1	Embedded throughout, for example: ENG204A LC 6.2-6.7 ENG204B LC 3.2-3.7 ENG204B LC 5.1-5.8	
	RL.9-10.3. 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.	Full	ENG104A LC 3.1	Embedded throughout, for example: ENG204A LC 1.7 ENG204A LC 3.1, 3.4, 3.6, 3.8 ENG204A LC 6.1-6.7	
	RL.9-10.NM.3A. Analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.	Partial	ENG104A LC 1.6 ENG104B LC 1.2	ENG204A LC 1.5 ENG 204A LC 7.4, 7.6	Teachers will supplement the curriculum to provide opportunities for students to analyze and evaluate common characteristics of significant works of Native American oral texts.
	RL.9-10.NM.3B. Cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.	Partial	ENG104A LC 3.2	ENG 204B LC 3.1-3.10 ENG204A LC 1.5	Teachers will supplement the curriculum to provide opportunities for students to cite strong and thorough textual evidence to support analysis of Native American oral texts.
	Craft and Structure				
	RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Full	ENG104A LC 1.3 ENG104B LC 4.1-4.5	ENG204A LC 7.2, 7.4, 7.7 ENG204B LC 3.2-3.7 ENG204B LC 5.2 ENG204B LC 6.1 ENG204B LC 8.1	
	RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Full	ENG104A LC 1.3	Embedded throughout, for example: ENG204A LC 1.2, 1.3, 1.7 ENG204A LC 3.2-3.4, 3.8 ENG204A LC 6.1-6.7	
	RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Full	ENG104A LC 3.5 ENG104B LC 7.1-7.9 ENG104B LC 8.4, 8.5	ENG204A LC 6.1, 6.10	
	Integration of Knowledge and Ideas				
	RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	Full	ENG104B LC 7.1	ENG204B LC 8.4	
	RL.9-10.8. (Not applicable to literature)	N/A	N/A	N/A	
	RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Full	ENG104A LC 6.1 ENG104B LC 7.1	ENG204B LC 5.1-5.8	
	Range of Reading and Level of Text Complexity				
RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Full	Embedded throughout, for example: ENG104A LC 3.1-3.5, 3.7-3.9 ENG104A LC 6.1, 6.3-6.5 ENG104B LC 7.1-7.7	ENG204A LC 7.7-7.9 ENG204B LC 6.5		
Key Ideas and Details					
RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Full	ENG104B LC 2.1-2.6	ENG204A LC 7.6-7.8 ENG204B LC 6.5		
RI.9-10.2. 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.	Full	ENG104B LC 2.1-2.6	ENG204A LC 7.7, 7.8 ENG204B LC 6.5		
RI.9-10.3. 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.	Full	ENG104B LC 1.1, 1.2	ENG204A LC 7.7, 7.8 ENG204B LC 6.5		

Informational Text	Craft and Structure				
	R1.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Full	ENG104A LC 1.3 ENG104B LC 1.1	ENG204A LC 7.5, 7.7, 7.8 ENG204B LC 6.5	
	R1.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Full	ENG104B LC 1.1, 1.2	ENG204B LC 6.5	
	R1.9-10.6. 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.	Full	ENG104B LC 1.1, 1.2	ENG204A LC 7.7 ENG204B LC 6.5	
	Integration of Knowledge and Ideas				
	R1.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Full	ENG104B LC 1.2	ENG204B LC 6.3	
	R1.9-10.8. 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.	Full	ENG104A LC 5.1-5.5	ENG204B LC 6.3, 6.5	
	R1.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	Full	ENG104B LC 1.1, 1.2	ENG204B LC 6.5-6.6	
	R1.9-10.NM.9A. Analyze and evaluate common characteristics of significant works, including Hispanic and Native American oral and written texts.	Partial	ENG104B LC 1.1, 1.2	ENG204B LC 6.5	Teachers will supplement the curriculum to provide opportunities for students to analyze and evaluate common characteristics of significant Hispanic and Native American written and oral texts.
	R1.9-10.NM.9B. Cite strong and thorough textual evidence to support analysis of significant works, including Hispanic and Native American oral and written texts.	Partial	ENG104B LC 2.1-2.6	ENG204A LC 7.6-7.8 ENG204B LC 6.5	Teachers will supplement the curriculum to provide opportunities for students to cite strong and thorough textual evidence to support analysis of Hispanic and Native American oral and written texts.
Range of Reading and Level of Text Complexity					
R1.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Full	ENG104A LC 1.3-1.6 ENG104B LC 1.1, 1.2 ENG104B LC 2.1-2.6	ENG204A LC 7.7 ENG204B LC 6.5		
Text Types and Purposes					
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
W.9-10.1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Full	ENG104A LC 5.3, 5.6, 5.7, 5.9	ENG204A LC 13.1, 13.11		
W.9-10.1.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Full	ENG104A LC 5.3, 5.6, 5.7, 5.9	ENG204A LC 13.1, 13.11		
W.9-10.1.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Full	ENG104A LC 5.6, 5.7, 5.9	ENG204A LC 13.1, 13.11		
W.9-10.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Full	ENG104A LC 5.6, 5.7, 5.9	ENG204A LC 13.1, 13.11		
W.9-10.1.e. Provide a concluding statement or section that follows from and supports the argument presented.	Full	ENG104A LC 5.7	ENG204A LC 13.11		
W.9-10.2. 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.					
W.9-10.2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Full	ENG104B LC 1.5, 1.6 ENG104B LC 3.5, 3.7-3.9, 3.12, 3.13	ENG204B LC 4.1, 4.7, 4.9-4.11		
W.9-10.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Full	ENG104B LC 1.5, 1.6 ENG104B LC 3.5, 3.7-3.9, 3.12, 3.13	ENG204B LC 4.9, 4.10, 4.13, 4.14		
W.9-10.2.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Full	ENG104B LC 1.5, 1.6 ENG104B LC 3.7-3.9, 3.12, 3.13	ENG204B LC 4.13		
W.9-10.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Full	ENG104B LC 1.5, 1.6 ENG104B LC 3.7-3.9, 3.12, 3.13	ENG204B LC 4.9-4.11, 4.13-4.15		

Writing	W.9-10.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Full	ENG104B LC 1.5, 1.6 ENG104B LC 3.7-3.9, 3.12, 3.13	ENG204B LC 4.9-4.11, 4.13-4.15		
	W.9-10.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Full	ENG104B LC 1.5 ENG104B LC 3.9	ENG204A LC 4.11		
	W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
	W.9-10.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Full	ENG104A LC 2.2, 2.4, 2.5, 2.7, 2.8	ENG204A LC 2.2, 2.4 ENG204B LC 7.1		
	W.9-10.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Full	ENG104A LC 2.4, 2.5, 2.7, 2.8	ENG204A LC 2.2, 2.4 ENG204B LC 7.1		
	W.9-10.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Full	ENG104A LC 2.3-2.5, 2.7, 2.8	ENG204A LC 2.2, 2.4 ENG204B LC 7.1		
	W.9-10.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	Full	ENG104A LC 2.4, 2.5, 2.7, 2.8	ENG204A LC 2.2, 2.4 ENG204B LC 7.1		
	W.9-10.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Full	ENG104A LC 2.5	ENG204A LC 2.4 ENG204B LC 7.1		
	Production and Distribution of Writing					
	W.9-10.4. 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.)	Full	Embedded throughout, for example: ENG104A LC 2.2-2.5, 2.7-2.9 ENG104B LC 1.3, 1.5, 1.6 ENG104B LC 3.2-3.5, 3.7-3.9, 3.11-3.14	Embedded throughout, for example: ENG204A LC 2.1-2.8 ENG204A LC 8.1-8.9 ENG204B LC 1.1-1.6		
	W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Full	Embedded throughout, for example: ENG104A LC 2.2-2.5, 2.7-2.9 ENG104B LC 1.3, 1.5, 1.6 ENG104B LC 3.2-3.5, 3.7-3.9, 3.11-3.14	Embedded throughout, for example: ENG204A LC 2.1-2.8 ENG204A LC 8.1-8.9 ENG204B LC 1.1-1.6		
	W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Full	ENG104B LC 1.3-1.7 ENG104B LC 3.2-3.4	ENG204A LC 2.8 ENG204B LC 1.5 ENG204B LC 4.1-4.15		
	Research to Build and Present Knowledge					
	W.9-10.7. 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.	Full	ENG104B LC 1.3, 1.5, 1.6 ENG104B LC 3.2-3.5, 3.7-3.9, 3.11-3.14	ENG204A LC 4.1-4.14 ENG204B LC 5.1 ENG204B LC 6.5 ENG204B 8.4		
	W.9-10.8. 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.	Full	ENG104B LC 3.2-3.5, 3.7-3.9, 3.11	ENG204A LC 4.3-4.6, 4.8-4.11		
	W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.					
	W.9-10.9.a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	Full	Embedded throughout, for example: ENG104A LC 1.1-1.7 ENG104A LC 3.1-3.10 ENG104A LC 6.1-6.6 ENG104B LC 4.1-4.5 ENG104B LC 6.1-6.10 ENG104B LC 7.1-7.9	Embedded throughout, for example: ENG204A LC 4.1-4.14 ENG204B LC 5.1-5.9		
W.9-10.9.b. 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").	Full	ENG104A LC 1.3-1.6 ENG104B LC 1.1, 1.2 ENG104B LC 2.1-2.6	ENG204B LC 6.5			
Range of Writing						
W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Full	Embedded throughout, for example: ENG104A LC 2.2-2.5, 2.7-2.9 ENG104B LC 1.3, 1.5, 1.6 ENG104B LC 3.2-3.5, 3.7-3.9, 3.11-3.14	Embedded throughout, for example: ENG204A LC 2.1-2.8 ENG204A LC 8.1-8.9 ENG204B LC 1.1-1.6 ENG204B LC 4.1-4.15 ENG204B 5.1 ENG204B LC 11.1			
Comprehension and Collaboration						

Speaking & Listening	SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			
	SL.9-10.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Full	ENG104A LC 1.1	ENG204A LC 1.1 ENG204A LC 6.5 ENG204A LC 7.5 ENG204B LC 5.8 ENG204B LC 6.5
	SL.9-10.1.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	Full	ENG104A LC 1.1	ENG204A LC 1.1 ENG204A LC 6.5 ENG204A LC 7.5 ENG204B LC 5.8 ENG204B LC 6.5
	SL.9-10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Full	ENG104B LC 1.7	ENG204A LC 1.1 ENG204A LC 6.5 ENG204A LC 7.5 ENG204B LC 5.8 ENG204B LC 6.5
	SL.9-10.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Full	ENG104B LC 1.7	ENG204A LC 1.1 ENG204A LC 6.5 ENG204A LC 7.5 ENG204B LC 5.8 ENG204B LC 6.5
	SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Full	ENG104A LC 3.2-3.4	ENG204A LC 8.3 ENG204B LC 4.3-4.6
	SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Full	ENG104B LC 1.1, 1.2, 1.4	ENG204B LC 1.2, 1.5
	Presentation of Knowledge and Ideas			
	SL.9-10.4. 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.	Full	ENG104B LC 1.7	ENG204B LC 1.5
	SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Full	ENG104B LC 1.3, 1.7	ENG204B LC 1.5
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Full	Embedded throughout in Synchronous Sessions: ENG104B LC 1.7	Embedded throughout in Synchronous Sessions: ENG204B LC 1.5	
Conventions of Standard English				
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.9-10.1.a. Use parallel structure.*	Full	ENG104B LC 1.2, 1.5	ENG204B GM 4.4-4.6	
L.9-10.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Full	ENG104A GV 4.1 ENG104A GV 6.1, 6.3, 6.4 ENG104A GV 8.1-8.3, 8.6	ENG204A GM 1.1-1.4, 1.6-1.8 ENG204A GM 2.1-2.4 ENG204A GM 4.1, 4.3-4.8 ENG204A GM 5.1-5.4 ENG204A GM 6.1-6.4, 6.6-6.9 ENG204B GM 3.1-3.5 ENG204B GM 4.1-4.3	
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
L.9-10.2.a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Full	ENG104B GV 11.2	ENG204A GM 3.7 ENG204A GM 3.8	
L.9-10.2.b. Use a colon to introduce a list or quotation.	Full	ENG104B GV 11.4	ENG204B GM 7.5	
L.9-10.2.c. Spell correctly.	Full	Embedded throughout, for example: ENG104A LC 2.9 ENG104A LC 5.10 ENG104B LC 3.14 ENG104B LC 5.9 ENG104B LC 9.8	Embedded throughout, for example: ENG204A LC 2.8 ENG204B LC 1.6 ENG204B LC 4.15 ENG204B LC 11.1	
Knowledge of Language				
L.9-10.3. 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.				

Language	L.9-10.3.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.	Full	ENG104B LC 3.11	ENG204B LC 4.8	
	Vocabulary Acquisition and Use				
	L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.				
	L.9-10.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Full	ENG104A LC 6.1 ENG104B LC 4.1-4.4	ENG204A LC 1.3	
	L.9-10.4.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	Full	ENG104A GV 5.3	ENG204A VC 1.5 ENG204B VC 1.4	
	L.9-10.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	Full	ENG104A GV 5.1 ENG104A GV 9.1 ENG104B GV 2.1	Embedded throughout, for example: ENG204A VC 2.1-2.6 ENG204B VC 1.1-1.6 ENG204B VC 2.1-2.6	
	L.9-10.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Full	ENG104A GV 5.1 ENG104A GV 9.1 ENG104B GV 2.1	Embedded throughout, for example: ENG204A VC 1.1-1.6 ENG204A VC 2.1-2.6 ENG204A VC 3.1-3.6 ENG204B VC 1.1-1.6 ENG204B VC 2.1-2.6 ENG204B VC 3.1-3.6	
	L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
	L.9-10.5.a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	Full	ENG104A LC 3.5, 3.7 ENG104A LC 6.4 ENG104B LC 1.2 ENG104B LC 4.2 ENG104B LC 7.2 ENG104B LC 8.3	ENG204B LC 3.1-3.11	
	L.9-10.5.b. Analyze nuances in the meaning of words with similar denotations.	Full	ENG104B LC 1.1	Embedded throughout, for example: ENG204A VC 1.1-1.4 ENG204A VC 2.1-2.4 ENG204A VC 3.1-3.4 ENG204B VC 1.1-1.4 ENG204B VC 2.1-2.4	
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Full	Embedded throughout, for example: ENG104B LC 1.1, 1.2 ENG104A GV 5.1-5.5, 5.7-5.9 ENG104A GV 9.1-9.4, 9.6-9.9 ENG104B GV 2.1-2.8	Embedded throughout, for example: ENG204A VC 1.1-1.6 ENG204A VC 3.1-3.6 ENG204B VC 2.1-2.6		

**Common Core Grade Three Math Expectations
Compared to K¹² Math+ Purple**

Standard/ Topic	Common Core Grade 3 Standards	Coverage	Unit Title	Lesson #
Operations & Algebraic Thinking	Represent and solve problems involving multiplication and division.			
	1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	Full	Whole Number Multiplication Sense	1, 5
	2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>	Full	Whole Number Division Sense	3
	3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Full	Whole Number Multiplication Sense	1
			Whole Number Multiplication	1-4, 6
			Whole Number Division Sense	1, 7-10, 14
	4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$</i>	Full	Algebra Thinking	7-9
	Understand properties of multiplication and the relationship between multiplication and division.			
	5. Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times$</i>	Full	Whole Number Multiplication Sense	6, 13
			Whole Number Division Sense	6
	6. Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i>	Full	Whole Number Division Sense	5
	Multiply and divide within 100.			
	7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Full	Whole Number Multiplication Sense	7-10
Whole Number Division Sense			2, 5, 6	
Solve problems involving the four operations, and identify and explain patterns in arithmetic.				
		Whole Number Addition and Subtraction	3, 4, 9	
	8. Solve two-step word problems using the four operations. Represent these			

**Common Core Grade Three Math Expectations
Compared to K¹² Math+ Purple**

Standard/ Topic	Common Core Grade 3 Standards	Coverage	Unit Title	Lesson #
	8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Full	Whole Numbers and Multiple Operations	3, 4, 6, 12
			Whole Number Division Sense	10
			Mathematical Reasoning	5, 6, 10
	9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i>	Full	Whole Number Addition and Subtraction	1
			Algebra Thinking	10-12
			Whole Number Addition and Subtraction	4
Number & Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic.			
	1. Use place value understanding to round whole numbers to the nearest 10 or 100.	Full	Whole Number Sense	10
	2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Full	Whole Number Addition and Subtraction	1-4
	3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	Full	Whole Number Multiplication Sense	6
			Whole Number Multiplication	2
	Develop understanding of fractions as numbers.			
	1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	Full	Fractions and Probability	1, 19
	2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. - Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. - Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	Full	Fractions and Probability	1-3

**Common Core Grade Three Math Expectations
Compared to K¹² Math+ Purple**

Standard/ Topic	Common Core Grade 3 Standards	Coverage	Unit Title	Lesson #
Number & Operations—Fractions	3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. - Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. - Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. - Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram. - Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	Full	Fractions and Probability	2, 3, 5-7, 15, 19
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.				
	1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Full	Measurement Length and Time	7-9
	2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). ¹ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. ²	Full	Measurement Capacity and Weight	1, 2, 5, 6
Represent and interpret data.				
	3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	Full	Fractions and Probability	11, 12

**Common Core Grade Three Math Expectations
Compared to K¹² Math+ Purple**

Standard/ Topic	Common Core Grade 3 Standards	Coverage	Unit Title	Lesson #
Measurement & Data	4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	Full	Measurement Length and Time	1, 3, 6
	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.			
	5. Recognize area as an attribute of plane figures and understand concepts of area measurement. - A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. - A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Full	Perimeter and Area	5, 6, 8
	6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Full	Perimeter and Area	5, 8
	7. Relate area to the operations of multiplication and addition. - Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. - Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. - Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a x b and a x c. Use area models to represent the distributive property in mathematical reasoning. - Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	Full	Perimeter and Area	5, 11
	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area			
	8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	Full	Perimeter and Area	1-3
Reason with shapes and their attributes.				

**Common Core Grade Three Math Expectations
Compared to K¹² Math+ Purple**

Standard/ Topic	Common Core Grade 3 Standards	Coverage	Unit Title	Lesson #
Geometry	1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	Full	Geometry	2, 4
	2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>	Full	Fractions and Probability	19

**Common Core State Standards for Mathematics for Grade 6
Compared to K¹² Math 6 - Fundamentals of Geometry & Algebra**

Strand/ Topic	Standards	Coverage	Unit Title	Lesson #
Ratios and Proportional Relationships	Ratios and Proportional Relationships			
	Understand ratio concepts and use ratio reasoning to solve problems.			
	6.RP.A.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	Full	Comparisons: Ratios	1 2
	6.RP.A.2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."	Full	Comparisons: Ratios	1 2
	6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.			
	6.RP.A.3.a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	Full	Comparisons: Ratios	2
			The Second Dimension	6
	6.RP.A.3.b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	Full	Rates	8 9
	6.RP.A.3.c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.	Full	Comparisons: Ratios	3 4
			Rates	10
6.RP.A.3.d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	Full	Distance: Addition and Equations	2	
The Number System				
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.				

**Common Core State Standards for Mathematics for Grade 6
Compared to K¹² Math 6 - Fundamentals of Geometry & Algebra**

Strand/ Topic	Standards	Coverage	Unit Title	Lesson #	
The Number System	6.NS.A.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?.	Full	Working with Rational Numbers	10-12	
	Compute fluently with multi-digit numbers and find common factors and multiples.				
	6.NS.B.2. Fluently divide multi-digit numbers using the standard algorithm.	Full	Area: Multiplication Equations	9	
	6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Full	Working with Rational Numbers	6	
			Comparisons: Ratios	6	
	6.NS.B.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1—100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.	Full	Working with Rational Numbers	2-4 8	
	Apply and extend previous understandings of numbers to the system of rational numbers.				
	6.NS.C.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	Full	Distance: Addition and Equations	9	
	6.NS.C.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.				
	6.NS.C.6.a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.	Full	Distance: Addition and Equations	8	

Common Core State Standards for Mathematics for Grade 6 Compared to K ¹² Math 6 - Fundamentals of Geometry & Algebra				
Strand/ Topic	Standards	Coverage	Unit Title	Lesson #
	6.NS.C.6.b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	Full	The Second Dimension	2 3
	6.NS.C.6.c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	Full	Distance: Addition and Equations	8 9
			Solids	2 3 5
	6.NS.C.7. Understand ordering and absolute value of rational numbers.			
	6.NS.C.7.a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.	Full	The Second Dimension	10
			Working with Positives and Negatives	11 12
	6.NS.C.7.b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write -3 degrees C $>$ -7 degrees C to express the fact that -3 degrees C is warmer than -7 degrees C.	Full	Working with Rational Numbers	6
			The Second Dimension	1
	6.NS.C.7.c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of	Full	Distance: Addition and Equations	9 10
			The Second Dimension	3
	6.NS.C.7.d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars	Full	Working with Positives and Negatives	3 4
	6.NS.C.8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	Full	The Second Dimension	3
	Expressions and Equations			
	Apply and extend previous understandings of arithmetic to algebraic expressions.			
	6.EE.A.1. Write and evaluate numerical expressions involving whole-number exponents.	Full	Area: Multiplication Equations	3 4 7
			Working with Positives and Negatives	8 9

**Common Core State Standards for Mathematics for Grade 6
Compared to K¹² Math 6 - Fundamentals of Geometry & Algebra**

Strand/ Topic	Standards	Coverage	Unit Title	Lesson #
Expressions and Equations	6.EE.A.2. Write, read, and evaluate expressions in which letters stand for numbers.			
	6.EE.A.2.a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.	Full	Problem Solving	7-9
	6.EE.A.2.b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.	Full	Problem Solving	4 7-9
	6.EE.A.2.c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.	Full	Problem Solving	7-9
			Distance: Addition and Equations	8 9
			Solids	2 3 5
	6.EE.A.3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.	Full	Problem Solving	4 5 7 8
	6.EE.A.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for..	Full	Problem Solving	5 7 8
	Reason about and solve one-variable equations and inequalities.			
	6.EE.B.5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Full	Working with Positives and Negatives	3 11 12
6.EE.B.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	Full	Problem Solving	4 5 7 8	

Common Core State Standards for Mathematics for Grade 6 Compared to K ¹² Math 6 - Fundamentals of Geometry & Algebra				
Strand/ Topic	Standards	Coverage	Unit Title	Lesson #
	6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	Full	Distance: Addition and Equations	4-6
			Area: Multiplication Equations	9
	6.EE.B.8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	Full	The Second Dimension	10
			Making and Moving Figures	9
	Represent and analyze quantitative relationships between dependent and independent variables.			
	6.EE.C.9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.	Full	The Second Dimension	4 8
Geometry	Geometry			
	Solve real-world and mathematical problems involving area, surface area, and volume.			
	6.G.A.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Full	Area: Multiplication Equations	4 7-9
	6.G.A.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	Full	Solids	3
6.G.A.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world	Full	The Second Dimension	10 11	

Common Core State Standards for Mathematics for Grade 6 Compared to K ¹² Math 6 - Fundamentals of Geometry & Algebra				
Strand/ Topic	Standards	Coverage	Unit Title	Lesson #
	6.G.A.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	Full	Solids	4
	Statistics and Probability			
	Develop understanding of statistical variability.			
	6.SP.A.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.	Full	Statistics	2 5
	6.SP.A.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	Full	Statistics	2 7
	6.SP.A.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	Full	Statistics	7 9 10
	Summarize and describe distributions.			
Statistics and Probability	6.SP.B.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Full	Statistics	4 8 9
	6.SP.B.5. Summarize numerical data sets in relation to their context, such as by:			
	6.SP.B.5.a. Reporting the number of observations.	Full	Statistics	11 12
	6.SP.B.5.b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	Full	Statistics	11 12
	6.SP.B.5.c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern	Full	Statistics	9-12
			Making and Moving Figures	3
	6.SP.B.5.d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	Full	Statistics	12

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The Real Number System N-RN											
Extend the properties of exponents to rational exponents.											
	1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{10/3}$ to hold, so $(5^{1/3})^3$ must equal 5.	Full				MTH302B 2.2	MTH403A 4.1		MTH147A: Equations and Exponential Functions Lessons 3, 4	MTH247A: Expressions & Problem Solving Lesson 8	MTH347A: Rational and Radical Equations Lessons 7-8
	2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.	Full				MTH302A 7.3 MTH302B 2.2	MTH403A 4.1		MTH147A: Equations and Exponential Functions Lessons 2-4	MTH247A: Extending the Number System Lesson 9	MTH347A: Rational and Radical Equations Lessons 7-8
Use properties of rational and irrational numbers.											
	3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	Full		MTH122B 2.7						MTH247A: Extending the Number System Lesson 14	
Quantities N-Q											
Reason quantitatively and use units to solve problems.											
	1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	Full		MTH122A 6.2		MTH302A 8.3		MTH413 1.8	MTH147A: Expression and Problem Solving Lessons 12-14		MTH347A: Polynomials and Series Lessons 7,11-12
	2. Define appropriate quantities for the purpose of descriptive modeling.	Full		MTH122B 1.9 MTH122B 5.11 MTH122B 5.12	MTH202B 2.2 MTH202B 3.12 - 3.15	MTH302A 8.8 MTH302B 2.5 MTH302B 2.9	MTH403A 2.5 MTH403A 4.2 MTH403B 2.4 MTH403B 3.3		MTH147A: Expressions and Problem Solving Lesson 13		
	3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Full	MTH112A 3.6 MTH112B 3.9 MTH112B 3.11 MTH112B 5.8		MTH202A 5.6 MTH202A 5.7 MTH202B 2.1 - 2.4 MTH202B 2.6 - B 2.9 MTH202B 2.11 - 2.14				MTH147A: Expressions and Problem Solving Lesson 13		
The Complex Number System N-CN											
Perform arithmetic operations with complex numbers.											
	1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	Full				MTH302A 7.7	MTH403B 6.3			MTH247A: Extending the Number System Lessons 11-13	MTH347A: Operations with Polynomials Lesson 10
	2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	Full				MTH302A 7.7	MTH403B 6.4			MTH247A: Extending the Number System Lessons 11-13	MTH347A: Operations with Polynomials Lesson 10
	3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.	Full					MTH403B 6.4				
Represent complex numbers and their operations on the complex plane.											
	4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.	Full				MTH302A 7.7	MTH403B 6.1 MTH403B 6.3				
	5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120° .	Full					MTH403B 6.4				
	6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.	Full				MTH302A 7.7 MTH302B 7.2	MTH403B 6.3				
Use complex numbers in polynomial identities and equations.											
	7. Solve quadratic equations with real coefficients that have complex solutions.	Full					MTH403A 2.4			MTH247A: Factoring and Solving Quadratic Equations Lesson 13	MTH347A: Operations with Polynomials Lesson 8
	8. (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.	Full				MTH302B 1.10					MTH347A: Operations with Polynomials Lesson 10
	9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	Full					MTH403A 3.3				MTH347A: Operations with Polynomials Lesson 8
Vector and Matrix Quantities N-VM											
Represent and model with vector quantities											
	1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v , $ v $, $\ v\ $, v).	Full				MTH302B 6.2	MTH403B 5.3				

Number and Quantity

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	2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.	Full					MTH403B 5.3				
	3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.	Full					MTH403B 5.3				
Perform operations on vectors.											
	4a. (+) Add and subtract vectors. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.	Full					MTH403B 5.3				
	4b. (+) Add and subtract vectors. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.	Full					MTH403B 5.3				
	4c. Understand vector subtraction $v - w$ as $v + (-w)$, where $-w$ is the additive inverse of w , with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.	Full					MTH403B 5.3				
	5a. (+) Multiply a vector by a scalar. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.	Full					MTH403B 5.3				
	5b. (+) Multiply a vector by a scalar. Compute the magnitude of a scalar multiple cv using $\ cv\ = c v$. Compute the direction of cv knowing that when $ c v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).	Full					MTH403B 5.3				
Perform operations on matrices and use matrices in applications.											
	6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	Full				MTH302B 6.2 MTH302B 6.3 MTH302B 6.5 MTH302B 6.6					
	7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	Full				MTH302B 6.3					
	8. (+) Add, subtract, and multiply matrices of appropriate dimensions.	Full				MTH302B 6.3 MTH302B 6.5					
	9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	Full				MTH302B 6.5					
	10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	Full				MTH302B 6.3 MTH302B 6.5					
	11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	Full				MTH302B 6.5 MTH302B 6.7					
	12. (+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	Full				MTH302B 6.7 MTH302B 6.8					
Seeing Structures in Expressions A-SSE											
Interpret the structure of expressions											
	1a. Interpret expressions that represent a quantity in terms of its context. ★ Interpret parts of an expression, such as terms, factors, and coefficients.	Full	MTH112A 1.4 MTH112A 1.8	MTH122A 1.2 MTH122A 1.3		MTH302A 1.7	MTH403A 3.1 MTH403A 4.1		MTH147A: Expressions and Problem Solving Lessons 3, 4	MTH247A: Quadratic Polynomials Lesson 2 MTH247A: Factoring and Solving Quadratic Equations Lesson 2	MTH347A: Polynomials and Series Lesson 2
	1b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .	Full		MTH122A 4.11		MTH302A 5.5 MTH302A 5.6 MTH302A 6.7	MTH403A 2.4 MTH403A 3.1 MTH403A 3.3		MTH147A: Expressions and Problem Solving Lessons 3, 4, 14	MTH247A: Factoring and Solving Quadratic Equations Lessons 1-4, 6-9, 11- 16	MTH347B: Exponential and Logarithmic Functions Lesson 13
	2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^2 - y^2$ as $(x^2) - (y^2)$, thus recognizing it as a difference of squares that can be factored as $(x - y)(x + y)$.	Full		MTH122B 4.8 MTH122B 4.10		MTH302A 5.5	MTH403A 2.4 MTH403A 3.3 MTH403A 3.5 MTH403A 4.1		MTH147A: Solving Linear Equations and Inequalities Lessons 1,6	MTH247A: Factoring and Solving Quadratic Equations Lesson 4	MTH347A: Polynomials and Series Lesson 5
Write expressions in equivalent forms to solve problems.											
	3a. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★ Factor a quadratic expression to reveal the zeros of the function it defines.	Full		MTH122B 4.12		MTH302A 8.6	MTH403A 2.4			MTH247A: Factoring and Solving Quadratic Equations Lesson 7	MTH347A: Polynomials and Series Lesson 6
	3b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	Full		MTH122B 5.3		MTH302A 8.2-4				MTH247A: Quadratic Functions and Models Lesson 3	MTH347A: Polynomials and Series Lesson 6

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	3c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^5 can be rewritten as $(1.15^{1/12})^{12 \times 5} = 1.012^{12 \times 5}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.	Full				MTH302B 2.2 MTH302B 2.3 MTH302B 2.5	MTH403A 4.2		MTH147A: Equations and Exponential Functions Lessons 3,4,7	MTH247A: Extending the Number System Lessons 8, 9	MTH347B: Exponential and Logarithmic Functions Lesson 3
	4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments. ★	Full				MTH302B 3.11	MTH403A 4.3		MTH147A: Sequences and Modeling with Functions Lesson 5,8		MTH347A: Polynomial and Series Lessons 10-12
Arithmetic with Polynomial and Rational Expressions A-APR											
Perform arithmetic operations on polynomials											
	1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Full		MTH122B 3.2 MTH122B 3.4 MTH122B 3.5 MTH122B 3.7 MTH122B 3.8		MTH302A 5.2 MTH302A 5.3				MTH247A: Quadratic Polynomials Lesson 13	MTH347A: Polynomials and Series Lessons 2, 3
Understand the relationship between zeros and factors of polynomials											
	2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.	Full				MTH302B 1.6	MTH403A 3.2			MTH247A: Quadratic Polynomials Lesson 12	MTH347A: Operations with Polynomials Lessons 2-4,6
	3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	Full		MTH122B 4.12		MTH302B 1.7 MTH302B 1.9	MTH403A 3.3 MTH403A 3.4				MTH347A: Polynomials and Series Lesson 6

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Use polynomial identities to solve problems												
Algebra	4. Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	Full		MTH122B 3.7							MTH347A: Operations with Polynomials Lesson 10	
	5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.	Full				MTH302A 5.3					MTH347A: Polynomials and Series Lesson 3	
	Rewrite rational expressions											
	6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.	Full				MTH302A 6.1-6.4	MTH403A 3.2					MTH347A: Rational and Radical Equations Lessons 2,12 MTH347A: Operations with Polynomials Lesson 2
7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	Full		MTH122B 6.1 - 6.3 MTH122B 6.6		MTH302A 6.3 MTH302A 6.4						MTH347A: Rational and Radical Equations Lessons 2-4	
Creating Equations A-CED												
Create equations that describe numbers or relationships												
Algebra	1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	Full		MTH122A 1.10 MTH122A 2.3 MTH122A 4.1 MTH122A 4.2 MTH122A 4.4 MTH122A 4.8 MTH122A 4.10 MTH122A 5.2 MTH122A 5.4 MTH122A 5.5		MTH302A 1.9 MTH302A 6.7 MTH302A 7.3 MTH302A 8.3			MTH147A: Expressions and Problem Solving Lessons 9, 10 MTH147A: Solving Linear Equations and Inequalities Lessons 11-13 Math 147A: Exponential Equations and Functions, Lessons 3-4	MTH247A: Factoring and Solving Quadratic Equations Lessons 13, 14 MTH247A: Quadratic Functions and Models Lesson 5	MTH347A: Rational and Radical Equations Lesson 6 MTH347B: Radians and Trigonometric Functions Lesson 1	
	2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	Full		MTH122A 7.7 MTH122A 7.8 MTH122A 7.12		MTH302A 2.9	MTH403A 2.2 MTH403A 2.5		MTH147A: Expressions and Problem Solving Lessons 9, 10 MTH147A: Solving Linear Equations and Inequalities Lesson 6 MTH147B: Systems of Equations Lesson 10		MTH347A: Graphing Functions Lessons 2,6	
	3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	Full		MTH122A 8.2 MTH122A 8.3 MTH122A 8.5		MTH302A 2.9 MTH302A 4.8	MTH403A 1.5		MTH147A: Solving Linear Equations and Inequalities Lesson 10		MTH347B: Optimization Lessons 7,10	
	4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .	Full	MTH112A 3.10	MTH122A 4.11		MTH302A 1.11			MTH147A: Solving Linear Equations and Inequalities Lesson 9	MTH247A: Extending the Number System Lesson 9	MTH347A: Polynomials and Series Lesson 10	
Reasoning with Equations and Inequalities A-REI												
Understand solving equations as a process of reasoning and explain the reasoning												
Algebra	1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	Full	MTH112A 1.11 MTH112A 2.14 MTH112A 3.8 MTH112A 5.6	MTH122A 2.8 MTH122B 7.7		MTH302A 1.9		MTH147A: Solving Linear Equations and Inequalities Lesson 2-4,6-8,14			MTH347A: Rational and Radical Equations Lesson 6	
	2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	Full		MTH122B 2.12 MTH122B 6.1		MTH302A 6.7 MTH302A 7.5			MTH147A: Expressions and Problem Solving Lesson 10 MTH147A: Equations and Exponential Functions Lesson 4		MTH347A: Rational and Radical Equations Lessons 6, 9, 10	
Solve equations and inequalities in one variable												

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	3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Full	MTH112A 3.5 MTH112A 3.8 MTH112A 4.13 MTH112A 5.5 MTH112A 5.7	MTH122A 1.5 MTH122A 1.10 MTH122A 4.1 MTH122A 4.2 MTH122A 4.4 MTH122A 4.8 MTH122A 4.10 MTH122A 5.5		MTH302A 1.9 MTH302A 4.2			MTH147A: Expressions and Problem Solving Lesson 10 MTH147A: Solving Linear Equations and Inequalities Lessons 9, 11-13		MTH347A: Randomness and Probability Lesson 2 MTH347B: Optimization Lesson 2
	4a. Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.	Full		MTH122B 5.3 MTH122B 5.4		MTH302A 8.7				MTH247A: Factoring and Solving Quadratic Equations Lessons 11, 12	MTH347A: Polynomials and Series Lesson 6 MTH347A: Operations with Polynomials Lesson 8
	4b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a ± bi$ for real numbers a and b.	Full		MTH122B 4.12 MTH122B 5.1 MTH122B 5.3 MTH122B 5.4 MTH122B 5.7		MTH302A 8.6	MTH403A 2.4			MTH247A: Factoring and Solving Quadratic Equations Lessons 11-14	MTH347A: Polynomials and Series Lesson 6 MTH347A: Operations with Polynomials Lesson 8
Solve systems of equations											
	5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	Full		MTH122A 8.1 - 8.3 MTH122A 8.5		MTH302A 2.8 MTH302B 6.1	MTH403A 1.6		MTH147B: Systems of Equations Lesson 11		
	6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	Full		MTH122A 8.1 - 8.3 MTH122A 8.5		MTH302A 2.8 MTH302A 2.9	MTH403B 1.6		MTH147B: Systems of Equations Lessons 3-5, 7, 8, 10		MTH347A: Graphing Functions Lesson 1
	7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.	Full					MTH403A 5.5			MTH247A: Quadratic Functions and Models Lesson 6	MTH347A: Graphing Functions Lesson 9
	8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.	Full					MTH403A 1.6				
	9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).	Full					MTH403A 1.6				
Represent and solve equations and inequalities graphically											
	10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	Full	MTH112B 2.4 MTH112B 2.6	MTH122A 7.3		MTH302A 2.2 MTH302A 8.2	MTH403A 1.2		MTH147A: Linear Equations and Inequalities Lesson 2		MTH347B: Optimization Lesson 4
	11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★	Full				MTH302A 2.8 MTH302B 1.8	MTH403A 1.6 MTH403A 5.5		MTH147A: Exponential Equations and Functions Lesson 10 MTH147B: Systems of Equations Lessons 3, 4, 9		MTH347A: Graphing Functions Lesson 9 MTH347B: Exponential and Logarithmic Functions Lesson 12
	12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	Full		MTH122A 7.13 MTH122A 8.6		MTH302A 4.7 MTH302A 4.8	MTH403A 1.5 MTH403A 1.6		MTH147A: Linear Equations and Inequalities Lessons 8, 9		MTH347B: Optimization Lessons 4, 6
Interpreting Functions F-IF											
Understand the concept of a function and use function notation											
	1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.	Full	MTH112B 2.11	MTH122B 1.3		MTH302A 3.2	MTH403A 1.2		MTH147A: Introduction to Functions Lessons 2, 3, 5, 6	MTH247A: Working with Functions Lessons 1, 2	MTH347A: Graphing Functions Lesson 2
	2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	Full	MTH112B 2.12	MTH122B 1.4 MTH122B 1.5		MTH302A 3.3	MTH403A 1.1		MTH147A: Introduction to Functions Lessons 5, 6	MTH247A: Working with Functions Lesson 3	MTH347A: Graphing Functions Lesson 1
	3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n ≥ 1$.	Full				MTH302B 3.3 MTH302B 3.4	MTH403A 1.4 MTH403A 4.3		MTH147A: Sequences and Modeling with Functions Lessons 2, 3, 5, 6		MTH347A: Polynomials and Series Lesson 7
Interpreting functions that arise in applications in terms of the context											

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	4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★	Full		MTH122B 1.4		MTH302A 5.7 MTH302A 6.9 MTH302A 8.2 MTH302B 1.9	MTH403A 2.2 MTH403A 3.4 MTH403A 4.2 MTH403B 2.1 MTH403B 2.2		MTH147A: Introduction to Functions Lessons 9-11 MTH147A: Equations and Exponential Functions Lessons 6-8	MTH247A: Quadratic Functions and Models Lessons 2, 3	MTH347B: Graphs of Trigonometric Functions Lessons 1-4,6 MTH347B: Selecting and Modeling with Functions Lesson 2
	5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function. ★	Full		MTH122B 1.3		MTH302A 3.4 MTH302A 3.5 MTH302A 3.7 MTH302A 6.9	MTH403A 1.2 MTH403A 3.5		MTH147A: Introduction to Functions Lessons 3, 9, 10,12	MTH247A: Quadratic Functions and Models Lesson 5	MTH347B: Selecting and Modeling with Functions Lesson 3
	6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★	Full		MTH122A 7.4					MTH147A: Introduction to Functions Lesson 11	MTH247A: Quadratic Functions and Models Lesson 7	MTH347B: Exponential and Logarithmic Functions Lesson 14
Analyze functions using different representations											
	7a. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★Graph linear and quadratic functions and show intercepts, maxima, and minima.	Full	MTH112B 2.6	MTH122A 7.3 MTH122A 7.7 MTH122B 5.10		MTH302A 2.2 MTH302A 8.2-8.4	MTH403A 1.3 MTH403A 1.5 MTH403A 2.2		MTH147A: Linear Equations and Inequalities Lesson 2 MTH147A: Introduction to Functions Lessons 9, 10	MTH247A: Quadratic Functions and Models Lessons 2, 3	MTH347A: Graphing Functions Lessons 2, 6,10
	7b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	Full		MTH122B 1.8		MTH302A 3.4 MTH302A 3.5 MTH302A 3.7	MTH403A 1.2		MTH147A: Introduction to Functions Lesson 9 MTH147A: Exponential Equations and Functions Lesson 6	MTH247A: Working with Functions Lessons 4, 6-8	MTH347A: Graphing Functions Lesson 2,7
	7c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	Full				MTH302B 1.9	MTH403A 3.4				MTH347A: Operations with Polynomials
	7d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.	Full				MTH302A 6.9	MTH403A 3.5				MTH347A: Graphing Functions Lessons 6,10
	7e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	Full				MTH302B 2.4 MTH302B 2.11	MTH403A 4.2 MTH403A 4.5		MTH147A: Equations and Exponential Functions Lessons 6,9		MTH347B: Exponential and Logarithmic Functions Lessons 3,10,12 MTH347B: Graphs of Trigonometric Functions Lessons 2-4
	8a. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	Full		MTH122B 4.12 MTH122B 5.3 MTH122B 5.7		MTH302A 8.6 MTH302A 8.7	MTH403A 2.4			MTH247A: Quadratic Functions and Models Lesson 3	MTH347A: Polynomials and Series Lesson 6 MTH347A: Graphing Functions Lesson 1
	8b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^x$, $y = (0.97)^x$, $y = (1.01)^{12t}$, $y = (1.2)^{kt/10}$, and classify them as representing exponential growth or decay.	Full				MTH302B 2.5	MTH403A 4.2		MTH147A: Equations and Exponential Functions Lesson 6	MTH247A: Extending the Number System Lessons 8, 9	MTH347B: Exponential and Logarithmic Functions Lessons 1-3
	9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	Full				MTH302A 3.9 - 3.11			MTH147A: Equations and Exponential Functions Lesson 10	MTH247A: Working with Functions Lesson 14	MTH347B: Selecting and Modeling with Functions Lesson 8

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Building Functions F-BF											
Build a function that models a relationship between two quantities											
	1a. Write a function that describes a relationship between two quantities. ★ Determine an explicit expression, a recursive process, or steps for calculation from a context.	Full				MTH302A 3.5 MTH302A 3.7 MTH302A 8.8 MTH302B 2.5	MTH403A 2.5 MTH403A 4.2		MTH147A: Introduction to Functions Lesson 9 MTH147A: Sequences and Modeling with Functions Lesson 8 MTH147A: Exponential Equations and Functions Lessons 6, 7	MTH247A: Quadratic Functions and Models Lesson 3	MTH347A: Polynomials and Series Lesson 7 MTH347B: Graphs of Trigonometric Functions Lesson 10
	1b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.	Full				MTH302A 3.9	MTH403A 1.7		MTH147A: Sequences and Modeling with Functions Lesson 11	MTH247A: Working with Functions Lessons 10, 11	MTH347B: Selecting and Modeling with Functions Lesson 5
	1c. (+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.	Full				MTH302A 3.10	MTH403A 1.7				
	2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. ★	Full				MTH302B 3.3 MTH302B 3.4 MTH302B 3.7	MTH403A 1.4 MTH403A 4.3		MTH147A: Sequences and Modeling with Functions Lessons 2, 3, 5, 8		MTH347A: Polynomials and Series Lesson 7
Build new functions from existing functions											
	3. Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	Full				MTH302A 5.7 MTH302A 6.9 MTH302A 8.2 MTH302A 8.3 MTH302B 2.4 MTH302B 2.11	MTH403A 2.3 MTH403A 4.2 MTH403B 2.3 MTH403B 2.4		MTH147A: Exponential Equations and Functions Lesson 10	MTH247A: Working with Functions Lesson 4 MTH247A: Quadratic Functions and Models Lessons 2, 3	MTH347B: Graphs of Trigonometric Functions Lessons 2-4,6 MTH347B: Selecting and Modeling Functions Lesson 2
	4a. Find inverse functions. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x) = 2x ³ or f(x) = (x+1)/(x-1) for x ≠ 1.	Full				MTH302A 3.11	MTH403B 3.1			MTH247A: Working with Functions Lesson 13	MTH347B: Exponential and Logarithmic Functions Lesson 4
	4b. (+) Verify by composition that one function is the inverse of another.	Full				MTH302A 3.11				MTH247A: Working with Functions Lesson 13	
	4c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.	Full					MTH403B 3.1				MTH347B: Exponential and Logarithmic Functions Lesson 4
	4d. (+) Produce an invertible function from a non-invertible function by restricting the domain.	Full				MTH302A 3.11					MTH347B: Exponential and Logarithmic Functions Lesson 4
	5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.	Full				MTH302B 2.8 MTH302B 2.9	MTH403A 4.4 MTH403A 4.5				MTH347B: Exponential and Logarithmic Functions Lessons 4, 5
Linear, Quadratic, and Exponential Models F-LE											
Construct and compare linear, quadratic, and exponential models and solve problems											
	1a. Distinguish between situations that can be modeled with linear functions and with exponential functions. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.	Full				MTH302A 2.6 MTH302A 2.7 MTH302B 2.5 MTH302B 2.6	MTH403A 1.3 MTH403A 4.2		MTH147A: Sequencing and Modeling with Functions Lesson 12		
	1b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	Full		MTH122B 1.9 MTH122B 1.10					MTH147A: Sequencing and Modeling with Functions Lesson 12		

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	1c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	Full				MTH302B 2.5			MTH147A: Equations and Exponential Functions Lesson 7		
	2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	Full		MTH122A 7.10 MTH122A 1.4		MTH302B 3.3 MTH302B 3.4	MTH403A 1.3 MTH403A 1.4 MTH403A 4.2 MTH403A 4.3		MTH147A: Sequencing and Modeling with Functions Lessons 3, 5, 6, 8		MTH347A: Polynomials and Series Lesson 7
	3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	Full				MTH302B 2.4			MTH147A: Equations and Exponential Functions Lesson 10	MTH247A: Quadratic Functions and Models Lesson 7	MTH347A: Graphing Functions Lesson 9
	4. For exponential models, express as a logarithm the solution to $ae^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.	Full				MTH302B 2.9	MTH403A 4.4				MTH347B: Exponential and Logarithmic Functions Lessons 6, 7, 9
Interpret expressions for functions in terms of the situation they model											
	5. Interpret the parameters in a linear or exponential function in terms of a context.	Full				MTH302A 2.6 MTH302B 2.5	MTH403A 1.3 MTH403A 4.2		MTH147A: Equations and Exponential Functions Lesson 7 MTH147A: Sequencing and Modeling with Functions Lesson 9		MTH347B: Selecting and Modeling with Functions Lesson 3
Trigonometric Functions F-TF											
Extend the domain of trigonometric functions using the unit circle											
	1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	Full					MTH403B 1.2			MTH247B: Circles Lesson 13	MTH347B: Radians and Trigonometric Functions Lesson 3
	2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	Full					MTH403B 1.3				MTH347B: Radians and Trigonometric Functions Lesson 9
	3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x , where x is any real number.	Full					MTH403B 2.1 MTH403B 2.4 MTH403B 3.3				MTH347B: Radians and Trigonometric Functions Lessons 6, 9
	4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.	Full					MTH403B 2.1 MTH403B 2.2				MTH347B: Radians and Trigonometric Functions Lessons 6, 9

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Model periodic phenomena with trigonometric functions											
	5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.★	Full					MTH403B 2.1 MTH403B 2.4 MTH403B 3.3				MTH347B: Graphs of Trigonometric Functions Lessons 2-4
	6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.	Full					MTH403B 3.1				MTH347B: Radian and Trigonometric Functions Lesson 10
	7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.★	Full					MTH403B 3.1				MTH347B: Radian and Trigonometric Functions Lesson 11
Prove and apply trigonometric identities											
	8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.	Full			MTH202B 5.4		MTH403B 4.1			MTH247B: Right Triangle Trigonometry Lesson 6	MTH347B: Radian and Trigonometric Functions Lesson 7
	9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.	Full					MTH403B 4.2				
Congruence G-CO											
Experiments with transformations in the plane											
	1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	Full	MTH112A 7.1 - 7.3 MTH112A 7.8		MTH202A 1.2 MTH202A 1.4 MTH202A 1.7 - 1.9 MTH202A 5.6 MTH202B 4.1 MTH202B 4.2		MTH403A 1.3 MTH403A 5.1 MTH403B 1.1		MTH147B: Transformations Lessons 2, 3	MTH247B: Circles Lessons 5, 6	
	2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	Full			MTH202A 1.14 MTH202A 1.15 MTH202A 1.17 MTH202B 3.2				MTH147B: Transformations Lessons 9, 12		
	3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	Full			MTH202A 3.2				MTH147B: Transformations Lessons 7, 8		
	4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	Full	MTH112A 7.9		MTH202A 1.14 MTH202A 1.15				MTH147B: Transformations Lesson 7 MTH147B: Congruence and Constructions Lessons 2, 3		
	5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	Full	MTH112A 7.9		MTH202A 1.14 MTH202A 1.15 MTH202A 1.17 MTH202A 3.2				MTH147B: Transformations Lesson 12 MTH147B: Congruence and Constructions Lesson 8		
Understand congruence in terms of rigid motions											
	6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	Full			MTH202A 1.14 MTH202A 1.15 MTH202A 3.2 MTH202A 4.1 - 4.6 MTH202A 4.8				MTH147B: Congruence and Constructions Lesson 12		
	7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	Full			MTH202A 4.3 - 4.6 MTH202A 4.8				MTH147B: Congruence and Constructions Lesson 4.12		
	8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	Full			MTH202A 4.3 MTH202A 4.4				MTH147B: Congruence and Constructions		
Prove geometric theorems											
	9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.	Full	MTH112A 7.3		MTH202A 1.10 MTH202A 3.5 MTH202A 3.6				MTH147B: Congruence and Constructions Lessons 1,3	MTH247B: Geometric Reasoning Lessons 5, 6	

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	10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	Full	MTH112A 7.6		MTH202A 1.13 MTH202A 3.11 MTH202A 3.12 MTH202A 4.5 MTH202A 4.6 MTH202A 5.14				MTH147B: Congruence and Constructions Lesson 1 MTH147B: Analytic Geometry Lesson 9	MTH247B: Geometric Reasoning Lessons 10, 11	
	11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	Full			MTH202A 4.12					MTH247B: Geometric Reasoning Lesson 16	
Make geometric constructions											
	12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	Full			MTH202A 1.4 MTH202A 1.9 MTH202A 1.10 MTH202A 1.13 MTH202A 4.14				MTH147B: Congruence and Constructions Lessons 2, 3, 10, 11		
	13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	Full			MTH202A 4.16				MTH147B: Congruence and Constructions Lesson 11		
Similarity, Right Triangles, and Trigonometry G-SRT											
Understand similarity in terms of similarity transformations											
	1a. Verify experimentally the properties of dilations given by a center and a scale factor: A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.	Full			MTH202B 3.1 MTH202B 3.2				MTH147B: Transformations Lesson 15	MTH247B: Similarity Lesson 2	
	1b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	Full			MTH202B 3.1 MTH202B 3.2					MTH247B: Similarity Lesson 2	

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Geometry	2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	Full	MTH112B 1.10		MTH202B 3.6 MTH202B 3.8					MTH247B: Similarity Lesson 7		
	3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	Full			MTH202B 3.6					MTH247B: Similarity Lesson 8		
	Prove theorems involving similarity											
	4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.	Full			MTH202B 3.8 MTH202B 3.9 MTH202B 3.10						MTH247B: Similarity Lessons 11, 13	
	5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	Full			MTH202B 3.8 - 3.10 MTH202B 3.12 MTH202B 3.13				MTH147B: Congruence and Constructions Lessons 7, 8		MTH247B: Similarity Lesson 8	
	Define trigonometric ratios and solve problems involving right triangles											
	6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	Full			MTH202A 4.3 - 4.6 MTH202A 4.8 MTH202A 4.9		MTH403B 1.1				MTH247B: Right Triangle Trigonometry Lessons 7-4, 6	MTH347B: Radian and Trigonometric Functions Lesson 2
	7. Explain and use the relationship between the sine and cosine of complementary angles.	Full			MTH202B 5.4						MTH247B: Right Triangle Trigonometry	
	8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★	Full	MTH112B 4.4 MTH112B 4.6	MTH122B 2.13	MTH202B 5.1 - 5.3 MTH202B 5.5 MTH202B 5.6 MTH202B 5.9		MTH403B 1.1				MTH247A: Quadratic Functions and Models Lesson 7	MTH347B: Radian and Trigonometric Functions Lesson 2
	Apply trigonometry to general triangles											
	9. (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	Full			MTH202B 5.3							
	10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.	Full			MTH202B 5.7		MTH403B 5.1 MTH403B 5.2					
	11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	Full			MTH202B 5.7		MTH403B 5.1 MTH403B 5.2					
	Circles G-C											
	Understand and apply theorems about circles											
	1. Prove that all circles are similar.	Full			MTH202B 3.3 MTH202B 4.13						MTH247B: Circles Lesson 12	
	2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	Full			MTH202B 4.6 - 4.10 MTH202B 4.12						MTH247B: Circles Lessons 10, 11	
	3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	Full			MTH202A 1.13 MTH202B 4.7						MTH247B: Circles Lessons 2, 3	
	4. (+) Construct a tangent line from a point outside a given circle to the circle.	Full			MTH202B 4.3							
	Find arc lengths and areas of sectors of circles											
5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	Full			MTH202A 5.7 MTH202B 4.2 MTH202B 4.12						MTH247B: Circles Lesson 13		
Expressing Geometric Properties with Equations G-GPE												
Translate between the geometric description and the equation for a conic section												
1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	Full			MTH202B 4.13	MTH302B 7.3	MTH403A 5.1				MTH247B: Conic Sections Lesson 5		
2. Derive the equation of a parabola given a focus and directrix.	Full				MTH302B 7.8	MTH403A 5.4				MTH247B: Conic Sections Lesson 4		
3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.	Full				MTH302B 7.7	MTH403A 5.2 MTH403A 5.3						
Use coordinates to prove simple geometric theorems algebraically												
4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.	Full			MTH202A 5.15 MTH202B 4.13 MTH202B 4.14					MTH147B: Analytic Geometry Lessons 9, 10	MTH247B: Circles Lesson 12		
5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	Full		MTH122B 7.9	MTH202A 3.19	MTH302A 2.4				MTH147B: Analytic Geometry Lesson 7			
6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	Full			MTH202A 1.5						MTH247B: Similarity Lesson 3		

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	7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★	Full	MTH112B 4.7		MTH202A 5.13				MTH147B: Analytic Geometry Lesson 3		
Geometric Measurement and Dimension G-GMD											
Explain volume formulas and use them to solve problems											
	1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	Full			MTH202A 5.6 MTH202A 5.7 MTH202A 5.11 MTH202B 2.4 MTH202B 2.7 MTH202B 2.9 MTH202B 2.12					MTH247B: Area and Volume Lessons 2-4, 6, 7	
	2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	Full			MTH202B 2.4 MTH202B 2.7 MTH202B 2.9 MTH202B 2.12 MTH202B 2.13					MTH247B: Area and Volume Lesson 8	
	3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★	Full	MTH112B 5.4 MTH112B 5.5 MTH112B 5.7 MTH112B 5.8		MTH202B 2.7 MTH202B 2.9 MTH202B 2.12 MTH202B 2.13					MTH247B: Area and Volume Lessons 4, 6-8	
Visualize relationships between two-dimensional and three-dimensional objects											
	4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	Full			MTH202B 1.3	MTH302B 7.2-7.4	MTH403A 5.2-5.4				MTH347B: Modeling with Geometry Lesson 2
Modeling with Geometry G-MG											
Apply geometric concepts in modeling situations											
	1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).★	Full			MTH202B 2.8 MTH202B 2.11 - 2.13						MTH347B: Modeling with Geometry Lesson 4
	2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).★	Full			MTH202B 2.14						MTH347B: Modeling with Geometry Lesson 6, Lesson 7
	3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).★	Full			MTH202A 5.11						MTH347B: Modeling with Geometry Lesson 5
Interpreting Categorical and Quantitative Data S-ID											
Summarize, represent, and interpret data on a single count or measurement variable											
	1. Represent data with plots on the real number line (dot plots, histograms, and box plots).	Full	MTH112B 7.6 MTH112B 7.7			MTH302B 5.3 MTH302B 5.8		MTH413 1.6 MTH413 1.9 MTH413 2.3	MTH147B: Projects Lessons 1-5		MTH347A: Randomness and Probability Lessons 2, 3
	2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	Full				MTH302B 5.2 MTH302B 5.3		MTH413 2.2 MTH413 2.3-2.5 MTH413 2.7-2.9	MTH147B: Describing Data Lessons 3, 8		
	3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	Full	MTH112B 7.2 MTH112B 7.3 MTH112B 7.5 MTH112B 7.7			MTH302B 5.2 MTH302B 5.3 MTH302B 5.9		MTH413 1.6 MTH413 2.2 MTH413 2.3-2.5 MTH413 2.7-2.9	MTH147B: Describing Data Lessons 3, 4		
	4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	Full				MTH302B 5.9		MTH413 4.7 MTH413 4.8 MTH413 4.10-4.13	MTH147B: Describing Data Lessons 4, 6, 7 MTH147B: Linear Models for Data Lesson 7		MTH347A: Randomness and Probability Lessons 8, 10, 11, 13-15
Summarize, represent, and interpret data on two categorical and quantitative variables											
	5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	Full						MTH413 1.4 MTH413 1.5 MTH413 1.8 MTH413 1.9 MTH413 3.6 MTH413 3.12 MTH413 7.3-7.5 MTH413 7.7 MTH413 7.8	MTH147B: Linear Models for Data Lesson 2	MTH247A: Conditional Probability Lesson 9	

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	6a. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.	Full	MTH112B 7.2			MTH302A 2.6 MTH302A 8.3 MTH302B 2.4 MTH302B 5.10		MTH413 7.2-7.5 MTH413 7.8	MTH147A: Linear Equations and Inequalities Lesson 6 MTH147B: Linear Models for Data Lessons 3, 4		MTH347B: Selecting and Modeling with Functions Lesson 9
	6b. Informally assess the fit of a function by plotting and analyzing residuals.	Full					MTH413 7.10	MTH147B: Linear Models for Data Lesson 9			
	6c. Fit a linear function for a scatter plot that suggests a linear association.	Full				MTH302A 2.6 MTH302B 5.10		MTH413 7.4 MTH413 7.5 MTH413 7.7 MTH413 7.8	MTH147A: Linear Equations and Inequalities Lesson 6		
Interpret linear models											
	7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Full		MTH122A 7.4		MTH302A 2.6		MTH413 7.4 MTH413 7.7	MTH147A: Linear Equations and Inequalities		
	8. Compute (using technology) and interpret the correlation coefficient of a linear fit.	Full						MTH413 7.4 MTH413 7.5 MTH413 7.7	MTH147B: Linear Models for Data Lesson 5		
	9. Distinguish between correlation and causation.	Full						MTH413 7.4 MTH413 7.11	MTH147B: Linear Models for Data Lessons 5		
Making Inferences and Justifying Conclusions 5-IC											
Understand and evaluate random processes underlying statistical experiments											
	1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	Full	MTH112B 6.7 MTH112B 7.2			MTH302B 5.4		MTH413 5.1 MTH413 5.2 MTH413 5.7			MTH347A: Samples, Surveys and Experiments Lesson 3
	2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?	Full	MTH112B 6.5			MTH302B 4.5 MTH302B 4.8 MTH302B 4.11		MTH413 3.13 MTH413 5.6			MTH347A: Randomness and Probability Lesson 7

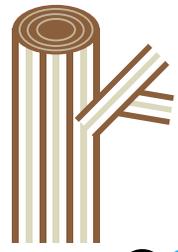
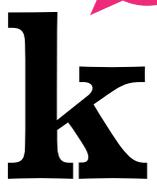
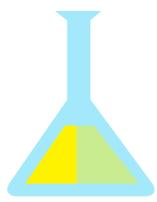
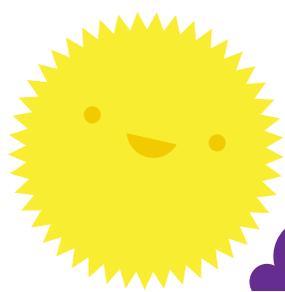
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Make inferences and justify conclusions from sample surveys, experiments, and observational studies												
Statistics and Probability	3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	Full	MTH112B 6.7			MTH302B 5.4		MTH413 3.13 MTH413 5.3 MTH413 5.6			MTH347A: Sampling, Surveys, and Experiments Lessons 3, 4	
	4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	Full						MTH413 5.2 MTH413 5.7 MTH413 5.8			MTH347A: Sampling, Surveys, and Experiments Lessons 2-4,6	
	5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	Full						MTH413 6.4			MTH347A: Sampling, Surveys, and Experiments Lesson 4	
	6. Evaluate reports based on data.	Full						MTH413 7.8			MTH347A: Sampling, Surveys and Experiments Lesson 12	
	Conditional Probability and the Rules of Probability S-CP											
	Understand independence and conditional probability and use them to interpret data											
	1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	Full					MTH302B 4.2 MTH302B 4.5 MTH302B 4.9 MTH302B 4.10		MTH413 3.2 MTH413 3.6 MTH413 3.9 MTH413 3.10		MTH247A: Conditional Probability Lessons 3, 10	
	2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	Full					MTH302B 4.8		MTH413 3.2 MTH413 3.12		MTH247A: Conditional Probability Lesson 6	
	3. Understand the conditional probability of A given B as $P(A \text{ and } B P(B))$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	Full					MTH302B 4.8		MTH413 3.6 MTH413 3.12		MTH247A: Conditional Probability Lessons 4,6	
	4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.	Full							MTH413 1.5 MTH413 3.12		MTH247A: Conditional Probability Lessons 9-11	MTH347A: Conditional Probability Lesson 9
5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.	Full					MTH302B 4.8		MTH413 3.6 MTH413 3.12		MTH247A: Conditional Probability Lessons 9-11	MTH347A: Conditional Probability Lesson 11	
Use the rules of probability to compute probabilities of compound events in a uniform probability model												
6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	Full					MTH302B 4.8		MTH413 3.6 MTH413 3.12		MTH247A: Conditional Probability Lesson 10		
7. Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	Full	MTH112B 6.6				MTH302B 4.9		MTH413 3.9 MTH413 3.10			MTH347A: Randomness and Probability Lesson 8	
8. (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in terms of the model.	Full					MTH302B 4.7		MTH413 3.12				
9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.	Full					MTH302B 4.5		MTH413 3.3-3.6				
Using Probability to Make Decisions S-MD												
Calculate expected values and use them to solve problems												
1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	Full							MTH413 4.2 MTH413 4.3			MTH347A: Randomness and Probability Lessons 3, 4	
2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	Full							MTH413 4.4			MTH347A: Randomness and Probability Lessons 8, 9	

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	3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.	Full						MTH413 4.2 MTH413 4.3			MTH347A: Randomness and Probability Lesson 6
	4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?	Full						MTH413 4.2 MTH413 4.3 MTH413 4.7			MTH347A: Sampling, Surveys and Experiments Lessons 3, 4

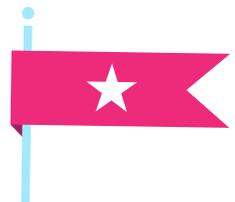
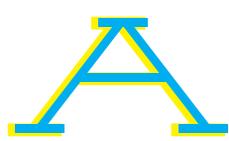
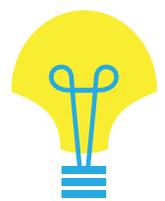
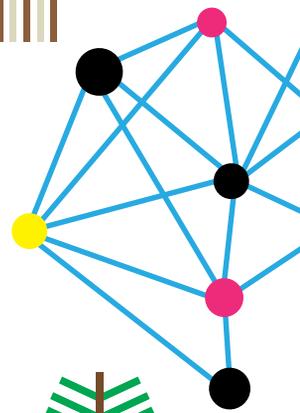
Common Core High School Math Standards Compared to K ¹² High School Math Courses											
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	Use probability to evaluate outcomes of decisions										
	5a. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fastfood restaurant.	Full						MTH413 4.4			
	5b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.	Full						MTH413 4.4			
	6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	Full						MTH413 4.4 MTH413 5.6 MTH413 5.7			MTH347A: Samples, Surveys and Experiments Lesson 3
	7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	Full						MTH413 4.4			
Footnote	<i>The (+) standards in this column are those in the Common Core State Standards that are not included in any of the Traditional Pathway courses. They would be used in additional courses developed to follow Algebra II.</i>										



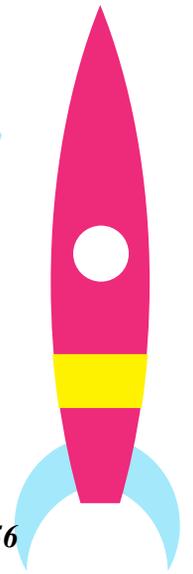
2015-2016

COURSE CATALOG

GRADES K-12



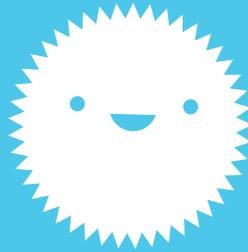
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High School

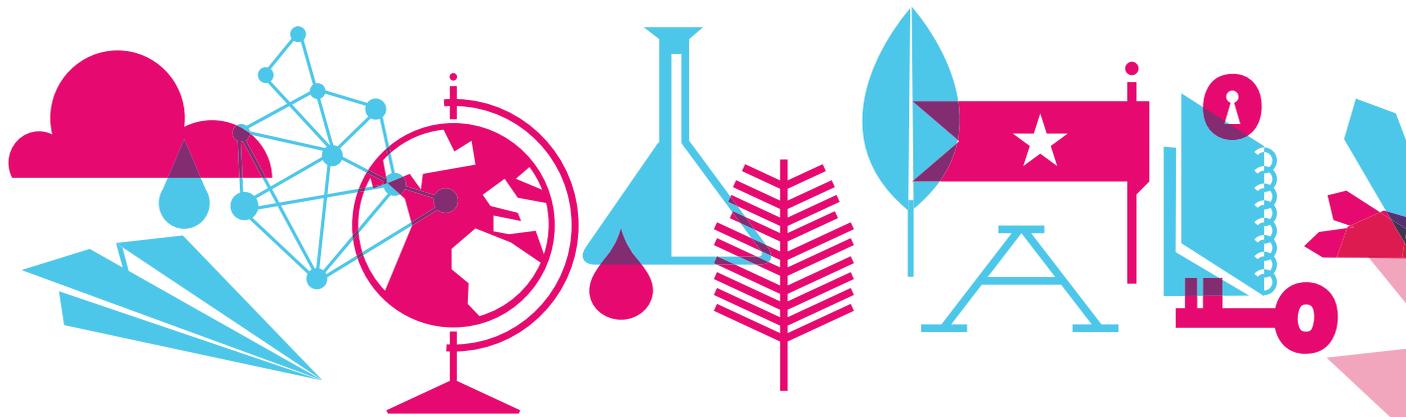
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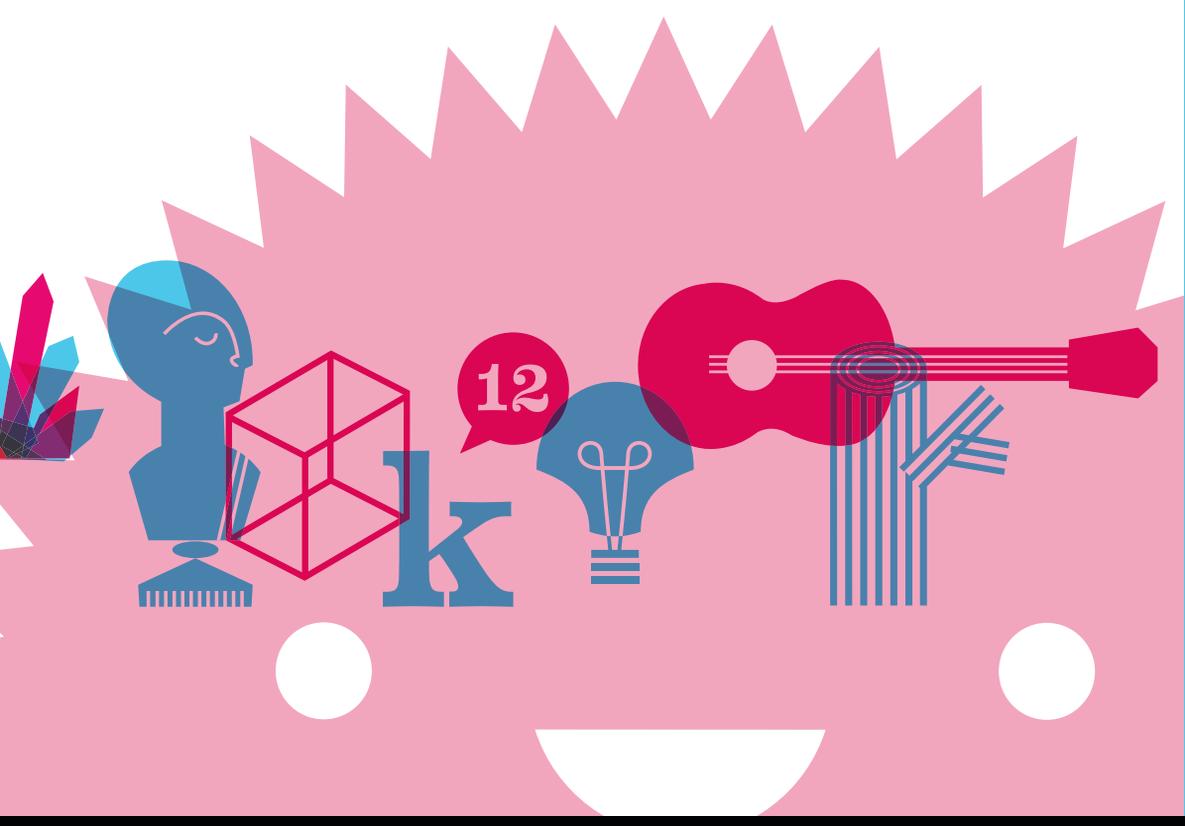
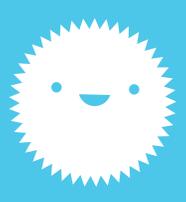
<i>English</i>	44
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Elementary



Course materials will be available in various formats, which may include physical and/or digital materials.

Language Arts Blue (K)

In this course, students receive structured lessons on readiness skills through emphasis on phonics, language skills, literature, and handwriting to help develop comprehension, build vocabulary, and promote a lifelong interest in reading.

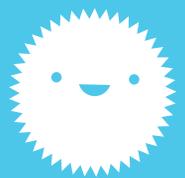
- **Phonics:** PhonicsWorks prepares students to become independent readers through systematic, multisensory instruction in phonemic awareness and decoding skills, using a kit of magnetized letter tiles and a variety of games and activities.
- **Literature and Comprehension:** Plenty of read-aloud literature kindles the imagination while building comprehension and vocabulary. The emphasis is on classic literature—fairy tales, fables, and folktales—including many works that embody exemplary virtues.
- **Language Skills:** Traditional poems, nursery rhymes, and riddles help students develop comprehension, vocabulary, and a love of language. Offline vocabulary instruction is accompanied by online review and practice. “All About Me” lays the foundations of the writing process as students brainstorm, discuss, illustrate, write, and share ideas with others.
- **Handwriting:** *Handwriting Without Tears* provides gentle instruction to help students print letters correctly.

Curriculum Items: K¹² Language Arts Blue Lesson Guide and Activity Book; K¹² PhonicsWorks Basic Kit; K¹² PhonicsWorks Lesson Guide, Activity Book, and Assessment Book; K¹² *Read Aloud Treasury*, *The Rooster Crows—A Book of American Rhymes and Jingles* by Maud and Miska Petersham; *Rhyme Time* by Tomie dePaola; additional works of literature; K¹² *World Magazines*, *Handwriting Without Tears: Letters and Numbers for Me* Teacher’s Guide and Student Workbook; slate chalkboard; items easily found in the home

Language Arts Green (1)

In this course, students receive structured lessons on readiness skills through emphasis on phonics, language skills, literature, and handwriting to help develop comprehension, build vocabulary, and promote a lifelong interest in reading.

- **Phonics:** There are 36 units in the Phonics program. Each unit contains five lessons. In the first four lessons, students learn new skills or practice what they’ve previously learned. The fifth lesson in each unit begins with online review and practice activities that reinforce skills learned in the unit, and is followed by an offline unit assessment. In some lessons, students will read an online decodable reader. These are short, interactive stories that consist entirely of words students are able to read. Students will acquire the critical skills and knowledge required for reading and literacy.
- **Literature and Comprehension:** The K¹² Language Arts Literature and Comprehension program consists of 24 units with reading selections from the *Classics* anthology, nonfiction magazines, trade books, and other books students choose for themselves. Students will listen to and read a variety of poetry, fiction, and nonfiction to develop their reading comprehension skills.



- **Handwriting:** Students will further develop their handwriting skills through *Handwriting Without Tears*. In Semester 1, students will work in the *My Printing Book*. In Semester 2, students will practice handwriting on their own.
- **Spelling:** There are 18 units in K¹² Spelling, which begins in the second semester of Grade 1. Each unit contains five lessons. The first lesson of a unit introduces new Spelling words. In the second and third lessons, you and your students work together to practice the spelling words introduced in the first lesson. There is an online review in Lesson 4 and an offline assessment in Lesson 5. Students will master the spelling skills needed to read and write proficiently.
- **Vocabulary:** K¹² Vocabulary exposes students to a wide variety of words. Students will learn, review, and practice words online. There are 18 units in K¹² Vocabulary. In the first 8 lessons of each unit, students will study 3 sets of related words. Lesson 9 of each unit is a review of all the words. The 10th lesson is always a Unit Checkpoint, testing students on all the words they studied.
- **Writing Skills:** The program includes 18 alternating units of Grammar, Usage, and Mechanics lessons and Composition lessons. In odd-numbered units, students will learn grammar, usage, and mechanics skills that will help them communicate in standard English. The fourth lesson of each unit is an online review of the unit's skills, and the fifth lesson is an offline assessment. In even-numbered composition units, students will also learn techniques for planning, organizing, and creating different kinds of writing. Each unit starts with a journal assignment that will help get students writing and generating ideas to be used in their writing assignments. The program includes rubrics and sample papers to help evaluate students' work.

Curriculum Items: My Printing Book; Journal; Language Arts Green Spelling Handbook; K¹² Literature and Comprehension Support Materials; Green Activity Books 1 and 2; Story Cards; Grab bag Green Assessments Books; K¹² Language Arts Green Lesson Guides and Activity Books; K¹² PhonicsWorks Basic and Advanced Kits; K¹² PhonicsWorks Advanced Sight Word Cards; K¹² PhonicsWorks Readers Advanced; K¹² PhonicsWorks Advanced Lesson Guide Book 1 and Book 2; K¹² PhonicsWorks Advanced Activity Book; K¹² PhonicsWorks Advanced Assessment Book 1 and Book 2; accomplishments chart and stickers; dry erase board; markers and eraser; accomplishments chart and stickers

Additional Curriculum Items: Additional works of literature, including *Listen My Children: Poems for First Graders*; *Ready, Set, Read, Classics for Young Readers*; items easily found in the home

Language Arts Orange (2)

This course provides a comprehensive and interrelated sequence of lessons for students to continue building their proficiency in literature and comprehension, writing skills, vocabulary, spelling, and handwriting.

- **Literature and Comprehension:** A guided reading approach builds comprehension strategies and gradually transitions students to independent reading assignments. Leveled reading selections progressively expose students to new challenges, including greater length, more complex content, and new vocabulary. The emphasis is on classic literature from many cultures, poetry, and nonfiction articles. Students also make their own reading choices to help foster a lifelong love of reading.

- **Writing Skills:** Students learn about parts of speech, usage, capitalization, and punctuation, then apply this knowledge as they write sentences and paragraphs. Students are introduced to the process of writing, as they pre-write, draft, revise, and proofread their work before they share it with others. Written products include letters, poems, literature reviews, research reports, and presentations.
- **Vocabulary:** Students increase their vocabulary through word study, comprehension, and word analysis, then apply their knowledge in a variety of authentic contexts.
- **Spelling:** Students continue their exploration of spelling conventions with lessons in sound-symbol relationships and patterns.
- **Handwriting:** *Handwriting Without Tears* helps students develop printing skills and, if appropriate, begin cursive handwriting.

Curriculum Items: K¹² Language Arts Orange Lesson Guide, Activity Book, and Assessment Book; *Listen, My Children: Poems for Second Graders*, from Core Knowledge; *K¹² Classics for Young Readers*, Vol. B; *Surprises*, a book of poems selected by Lee Bennett Hopkins; Additional works of literature, *K¹² World Magazines*; *Handwriting Without Tears: Printing Power Teacher’s Guide and Student Workbook*; items easily found in the home

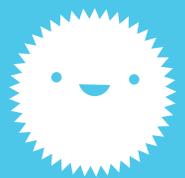
Language Arts Purple (3)

In this course, students receive structured lessons in the language arts, a discipline which includes literature and comprehension, writing skills, vocabulary, spelling, and handwriting. The purpose of these lessons is to increase reading comprehension, develop fundamental skills in oral and written communication, build vocabulary, and promote a lifelong interest in reading. This course addresses current thinking in assessment standards.

Literature and Comprehension: Within this program, students will read a variety of poetry, fiction, and nonfiction. The reading selections in each unit share a common theme, topic, or genre. The accompanying lessons will develop students’ literal and inferential comprehension skills. Students will read selections from the provided materials and then work online to analyze and examine the selections in more depth. They will work offline to further evaluate the work, make connections among works and the broader world, and apply the skills that they have learned in written assignments and creative projects. Students will also select books that they want to read from a list that is provided and analyze those works. In Critical Skills Practice units, students will practice important test-taking skills by reading passages and answering multiple-choice questions about what they have read. These questions are similar to those found on common standardized assessments and state tests.

Handwriting: Students will further develop their handwriting skills through *Handwriting Without Tears*. In Semester 1, students will work in the *Cursive Handwriting* book. In Semester 2, students will practice cursive on their own as they complete assigned work in other language arts programs.

Spelling: There are 36 units in K¹² Spelling. Each unit contains five lessons. The first lesson of a unit introduces new spelling words. In the second and third lessons, you and your students work together to practice the spelling words introduced in the first lesson. These first three lessons are offline. The fourth lesson in each unit is an online review activity. Finally, the fifth lesson consists of an offline Unit Checkpoint that checks students’



mastery of the spelling words. Each lesson is designed to take approximately 15 minutes. Students will master the spelling skills needed to read and write proficiently.

Vocabulary: K¹² Vocabulary exposes students to a wide variety of words. Students will learn, review, and practice words online. K¹² Vocabulary is made up of 18 units of 10 lessons each. Lessons are entirely online. Each lesson should take about 10 minutes. In the first 8 lessons of each unit, students will study 3 sets of related words.

Lesson 9 of each unit is a review of all the words. Lesson 10 is always a Unit Checkpoint, testing students on all the words they studied.

Writing Skills: Writing Skills units combine online and offline activities to teach students about grammar, usage, and mechanics, as well as how to plan, write, revise, proofread, and publish various forms of writing. For example, in Unit 4, students will learn about combining sentences and strategies for writing a personal story. Most units end with an assessment on language skills, along with rubrics and sample papers to help evaluate students' writing. There are also Critical Skills Practice units that help students apply their knowledge of language, vocabulary, spelling, and writing strategies to answer questions, similar to those on standardized tests, including planning and writing a response to a prompt.

Curriculum Items: Language Arts Accomplishment Stickers; 3rd Grade Cursive Teacher's Guide; Cursive Handwriting – 2008 ed.; *The Glory of Greece*, *George Washington: Soldier, Hero, President*; K¹² Language Arts Purple Spelling Handbook; K¹² Language Arts Purple Accomplishment Chart; K¹² Language Arts Purple Activity Books 1 and 2; K¹² Language Arts Purple Lesson Guides 1 and 2; K¹² Language Arts Purple Assessment Books 1 and 2; K¹² *Classics for Young Readers*, Vol. C; K¹² grab bag; K¹² My Journal Purple; K¹² *World: Weather or Not*

Language Arts 4

This comprehensive course covers reading comprehension; analysis; composition; vocabulary; and grammar, usage, and mechanics, including sentence analysis and diagramming. Structured lessons on spelling enable students to recognize base words and roots in related words, while direct and explicit instruction in vocabulary teaches students to identify and clarify meanings of grade level-appropriate and domain-specific words. Lessons are designed to develop reading comprehension, build vocabulary, and help students become more independent readers. The course emphasizes classic literature. Additionally, students read works of nonfiction as well as four novels selected from a long list of classic titles. This course addresses current thinking in assessment standards.

Curriculum Items: *Classics for Young Readers*, Vol. 4A; *Classics for Young Readers*, Vol. 4B; *Writing in Action*, Vol. C; *Writing in Action*, Vol. D; *Exercises in English*, Millennium ed. (Level D); *Robinson Crusoe* by Daniel Defoe (K¹² edition, retold for young readers); *Feathers, Flippers and Fur*; *If You Lived in the Days of the Knights* by Ann McGovern; *Nature's Way*

Language Arts 5

This course provides structured lessons on reading comprehension; analysis; composition; vocabulary; and grammar, usage, and mechanics. Through emphasis on spelling, students learn relationships between sounds and spellings in words and affixes. Targeted vocabulary instruction develops students' ability to identify, clarify, and expand on the meanings of grade level-appropriate and domain-specific words. Lessons are designed to develop comprehension, build vocabulary, and help students become more independent

and thoughtful readers. Students practice writing as they write a memoir, an editorial, a research paper, a business letter, and more. They learn about parts of speech, punctuation, and research skills. Students study literature in a variety of genres, including fiction, poetry, nonfiction, drama, and novels. This course addresses current thinking in assessment standards.

Curriculum Items: *Classics for Young Readers*, Vol. 5A; *Classics for Young Readers*, Vol. 5B; *American Lives and Legends*; *Exercises in English*, Millennium ed. (Level E); *American Tall Tales* by Adrien Stoutenburg; *Bard of Avon: The Story of William Shakespeare* by Diane Stanley and Peter Vennema; *Curious Creatures*; *Writing in Action*, Vol. 5E; *Writing in Action*, Vol. 5F; *I Didn't Know That!*; *Don Quixote* by Miguel de Cervantes (K¹² edition, retold for young readers)

MARK¹² Reading I (Adaptive Remediation)

Mastery. Acceleration. Remediation. K¹². MARK¹² courses are for students in the third to fifth grades who are struggling readers. MARK¹² Reading I gives students who are reading several grades below grade level the opportunity to master missed concepts in a way that accelerates them through the remediation process by incorporating adaptivity and online assessments. Students work independently and with a Learning Coach to develop oral reading, comprehension, phonics, spelling, and fluency skills. They also practice grammar, usage, mechanics, and composition. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success.

Curriculum Items: *MARK¹² Reading Lesson Guide*, Vol. 1; *MARK¹² Reading Activity Book*, Vol. 1; *MARK¹² Classics for Young Readers*, Vol. 1; *Just Write! Levels 1 and 2*; online tile kit; items easily found in the home; a speaker and microphone are necessary; a headset combination is recommended

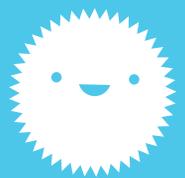
MARK¹² Reading II (Adaptive Remediation)

Mastery. Acceleration. Remediation. K¹². MARK¹² courses are for students in the third to fifth grades who are struggling readers. MARK¹² Reading II gives students who are reading two or more grades below grade level the opportunity to master missed concepts in a way that accelerates them through the remediation process by incorporating adaptivity and online assessments. Students work independently and with a Learning Coach to develop oral reading, comprehension, phonics, spelling, and fluency skills. They also practice grammar, usage, mechanics, and composition. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success.

Curriculum Items: *MARK¹² Reading Lesson Guide*, Vol. 2; *MARK¹² Reading Activity Book*, Vol. 2; *MARK¹² Classics for Young Readers*, Vol. 2; *Writing in Action, Level A*; online tile kit; items easily found in the home; a speaker and microphone are necessary; a headset combination is recommended

MARK¹² Reading III (Adaptive Remediation)

Mastery. Acceleration. Remediation. K¹². MARK¹² courses are for students in the third to fifth grades who are struggling readers. MARK¹² Reading III gives students who are reading approximately two grades below grade level the opportunity to master



missed concepts in a way that accelerates them through the remediation process by incorporating adaptivity and online assessments. Students work independently and with a Learning Coach to develop oral reading, comprehension, phonics, spelling, and fluency skills. They also practice grammar, usage, mechanics, and composition. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success.

Curriculum Items: *MARK¹² Reading Lesson Guide*, Vol. 3; *MARK¹² Reading Activity Book*, Vol. 3; *MARK¹² Classics for Young Readers*, Vol. 3; *Writing in Action*, Level B; online tile kit; items easily found in the home; a speaker and microphone are necessary; a headset combination is recommended

Math Plus Blue (K)

This research-based course focuses on computational fluency, conceptual understanding, and problem solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course introduces students to numbers through 30. Students learn through reading, writing, counting, comparing, ordering, adding, and subtracting. They experience problem solving and encounter early concepts in place value, time, length, weight, and capacity. They learn to gather and display simple data. Students also study two- and three-dimensional figures—they identify, sort, study patterns, and relate mathematical figures to objects within their environment.

Curriculum Items: Activity book; custom K¹² block set; lesson guide book; items easily found in the home

Math Plus Green (1)

This research-based course focuses on computational fluency, conceptual understanding, and problem solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course extends their work with place value to numbers through 100, emphasizing fluency of addition and subtraction facts, and focusing on number sentences and problem solving with addition and subtraction. Students begin work with money, telling time, ordering events, and measuring length, weight, and capacity with non-standard units. Students identify attributes of geometric figures and also extend their work with patterns and data, including representing and comparing data.

Curriculum Items: Activity book; custom K¹² block set; lesson guide book; Base 10 blocks set; place-value mat; items easily found in the home

Math Plus Orange (2)

This research-based course focuses on computational fluency, conceptual understanding, and problem solving. The engaging course features new graphics, learning tools, and

games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course focuses primarily on number concepts, place value, and addition and subtraction of numbers through 1,000. Special emphasis is given to problem solving, inverse operations, properties of operations, decomposition of numbers, and mental math. Students study money, time, and measurement; geometric figures; analyzing and displaying data with new representations; and determining the range and mode of data. Early concepts about multiplication, division, and fractions are introduced.

Curriculum Items: Activity book; custom K¹² block set; lesson guide book; Base 10 blocks set; place-value mat; items easily found in the home

Math Plus Purple (3)

This research-based course focuses on computational fluency, conceptual understanding, and problem solving. This engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course emphasizes conceptual understanding of the mathematical operations: addition, subtraction, multiplication, and division. Students make connections between the operations, as well as practice through problem solving, to achieve fluency. The use of problem solving and representing problem situations with equations, which include symbols for unknown values, introduces algebraic thinking. The course addresses fractions through multiple representations, as well as solving real-world problems, which gives students the ability to connect the use of fractions with problem situations in a way that makes sense and creates deeper understanding. The course addresses geometry and measurement through introductory work on perimeter, area, and attributes of two-dimensional geometric figures, and applying measuring techniques to solving problems involving time, length, capacity, and mass. Throughout the course, problem solving connects individual mathematical skills and concepts in a useful and in-depth way. This course includes standards-based tasks, digital literacy skills, and assessment questions.

Curriculum Items: Activity Book; lesson guide book; custom K¹² block set; Base 10 blocks set; place-value mat; items easily found in the home

Math Plus Red (4)

This research based course focuses on computational fluency, conceptual understanding, and problem solving. This engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course continues to emphasize the understanding of numbers and operations. There is a focus on computational fluency in addition, subtraction, multiplication, and division of whole numbers. The course enhances fluency of operations through application in the solving of measurement, geometry, and data analysis problems using mathematical problem-solving techniques. Students make connections between fraction and decimal representation of numbers. Students study equivalences and relationships between fractions and decimals on the number line and with other models. Students develop algebraic thinking as they work with variables and formulas to solve multistep word problems and as they study patterns and rules. They extend their knowledge of geometry through more in-depth classification of shapes and work with lines, angles, and rotations and the connection of geometric concepts to measurement and problem solving. This course includes standards-based tasks, digital literacy skills, and assessment questions.

Curriculum Items: Activity Book; lesson guide book; color tiles set; items easily found in the home

Math Plus Yellow (5)

This research-based course focuses on computational fluency, conceptual understanding, and problem solving. This engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course builds on student understanding of numbers and operations by making connections between place value, decimals, and fractions; introducing multiplication and division of decimal numbers; and extending understanding of fraction operations. The course focuses on computational fluency in multiplication and division of whole numbers through the use of standard algorithms. The course enhances fluency of operations with whole numbers, fractions, and decimals through application in the solving of measurement, geometry, and data-analysis problems using mathematical problem-solving techniques. Students continue to develop algebraic thinking as they work with variables and formulas to solve multistep word problems, further study patterns and rules, and are introduced to representing problems graphically using the coordinate plane. They extend their knowledge of geometry through the use of the classification of shapes into hierarchies based on their attributes, the introduction of three-dimensional figures and volume, and connecting geometric concepts to measurement and problem solving. This course includes standards-based tasks, digital literacy skills, and assessment questions.

Curriculum Items: Activity Book; lesson guide book; protractor; items easily found in the home

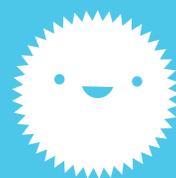
Science K

Kindergarten students begin to develop observation skills as they learn about the five senses, the Earth's composition, and the basic needs of plants and animals. Students will also explore topics such as measurement (size, height, length, weight, capacity, and temperature), matter (solid, liquid, and gas), the seasonal cycle, our Earth (geography, taking care of Earth), motion (pushes and pulls, magnets), and astronomy (Earth, Sun, Moon, and stars; exploring space; astronauts Neil Armstrong and Sally Ride).

Curriculum Items: Safety glasses; basic thermometer; bar magnets (pair); magnifying glass; mirror; inflatable globe; *Animals in Winter* by Henrietta Bancroft and Richard G. Van Gelder; *My Five Senses* by Ailiki; *The Big Dipper* by Franklyn Branley; *What's Alive?* by Kathleen Weidner Zoehfeld

Science 1

Students learn to perform experiments, record observations, and understand how scientists see the natural world. They germinate seeds to observe plant growth, and make a weather vane. Students will also explore topics such as matter (states of matter, mixtures, and solutions), weather (cloud formation, the water cycle), animal classification and adaptation (insects, amphibians, birds, and mammals), habitats (forests, deserts, rain forests), the oceans (waves and currents, coasts, coral reefs), light (how it travels, reflections, and inventor Thomas Edison), plants (germination, functions of roots, stems), and the human body.



Curriculum Items: Bean seeds; grass seeds; directional compass; graduated cylinder; thermometer; safety goggles; magnifying glass; bar magnets (pair); mirror; feathers; centimeter gram cubes; primary balance; inflatable globe; *Down Comes the Rain* by Franklyn Branley; *Flash, Crash, Rumble, and Roll* by Franklyn Branley; *What Is the World Made Of?* by Kathleen Weidner Zoehfeld

Science 2

Students perform experiments to develop skills of observation and analysis and learn how scientists understand our world. They demonstrate how pulleys lift heavy objects, make a temporary magnet and test its strength, and analyze the parts of a flower. Students will explore topics such as the metric system (liters and kilograms), force (motion and simple machines, physicist Isaac Newton), magnetism (magnetic poles and fields, how a compass works), sound (how sounds are made, inventor Alexander Graham Bell), the human body (cells, the digestive system), and geology (layers of the earth, kinds of rocks, weathering).

Curriculum Items: Bean seeds; grass seeds; graduated cylinder; primary rock and mineral kit; thermometer; safety goggles; magnifying glass; centimeter gram cubes; primary balance; iron filings; bar magnets; latch magnet; ring magnet; horseshoe magnet; 10 Newton spring scale; pulley; unmarked thermometer; *Fossils Tell of Long Ago* by Alik; *Let's Go Rock Collecting* by Roma Gans; *What Happens to a Hamburger?* by Paul Showers; *What Makes a Magnet?* by Franklyn Branley; *Why Frogs Are Wet* by Judy Hawes

Science 3

Students learn to observe and analyze through hands-on experiments and gain further insight into how scientists understand our world. They observe and chart the phases of the moon, determine the properties of insulators and conductors, and make a three-dimensional model of a bone. Students will explore topics such as weather (air pressure, precipitation, clouds, humidity, fronts, and forecasting), vertebrates (features of fish, amphibians, reptiles, birds, and mammals), ecosystems (climate zones, tundra, forests, desert, grasslands, freshwater, and marine ecosystems), matter (phase changes, volume, mass, atoms), the human body, energy, light, and astronomy.

Curriculum Items: *A Walk in the Boreal Forest: Biomes of North America Series*; *A Walk in the Desert: Biomes of North America Series*; *A Walk in the Rainforest: Biomes of North America Series*; *A Walk in the Tundra: Biomes of North America Series*; *A Walk in the Deciduous Forest: Biomes of North America Series*; *A Walk in the Prairie: Biomes of North America Series*; *Sunshine Makes the Seasons* by Franklyn Branley; *The Moon Seems to Change* by Franklyn Branley; graduated cylinder; directional compass; safety goggles; magnifying glass; thermometer; clay (four colors)

Science 4

Students develop scientific reasoning and perform hands-on experiments in Earth, life, and physical sciences. They construct an electromagnet, identify minerals according to their properties, use chromatography to separate liquids, and assemble food webs. Students will explore topics such as the interdependence of life; plant and animal interactions; chemistry; forces and fluids; the human body; the nervous system; invertebrates; electricity and magnetism; rocks and minerals; weathering, erosion, and deposition; the fossil record and the history of life; and the Paleozoic, Mesozoic, and Cenozoic eras.

Curriculum Items: Bar magnets (pair); safety goggles; graduated cylinder, 100 mL; lamp bulb receptacles; lamp bulbs; magnifying glass; intermediate rock and mineral kit; advanced thermometer; invertebrates; *The History of Life Through Fossils*, Lickle Publishing; clay (four colors); bare copper wire; gravel; adding machine paper; pipe cleaners; sand; white tile

Science 5

Students perform experiments, develop scientific reasoning, and recognize science in the world around them. They build a model of a watershed, test how cell membranes function, track a hurricane, and analyze the effects of gravity. Students will explore topics such as water resources (aquifers, watersheds, and wetlands), the oceans (currents, waves, tides, the ocean floor), Earth's atmosphere (weather patterns, maps, forecasts, fronts), motion and forces (pushes or pulls, position and speed, gravity), chemistry (structure of atoms, elements and compounds), cells and cell processes, taxonomy of plants and animals, and animal physiology.

Curriculum Items: Alum; safety goggles; graduated cylinder; litmus paper; thermometer; *How Bodies Work*; *Classifying Life*; clay (four colors); potting soil; coarse gravel; pea gravel; coarse sand; fine sand

History K

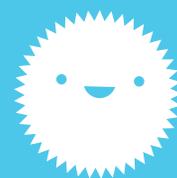
This beginning course teaches the basics of world geography through a storybook tour of the seven continents, and provides an introduction to American history and civics through a series of biographies of famous Americans. Supplementary lessons introduce students to symbols that represent American freedom; the laws, rights, and responsibilities of citizens; the cultures and traditions of the United States; and basic economic concepts.

Curriculum Items: U.S./world map (K-2); inflatable globe (K-2); *Bringing the Rain to Kapiti Plain* by Verna Aardema; *Follow the Drinking Gourd* by Jeannette Winter; *Madeline* by Ludwig Bemelmans; *Possum Magic* by Mem Fox; *The Great Kapok Tree* by Lynne Cherry; *The Story of Ferdinand* by Munro Leaf and Robert Lawson; *The Story About Ping* by Marjorie Flack and Kurt Wiese; *When Clay Sings* by Byrd Baylor

History 1

History 1 kicks off a program that, spanning the elementary grades, provides an overview of world geography and history from the Stone Age to the Space Age. This course takes students through the age of classical civilizations. Supplementary lessons focus on concepts in economics and citizenship.

Curriculum Items: U.S./world map (K-2); inflatable globe (K-2); *Mummies* by Joyce Milton; *Tut's Mummy: Lost and Found* by Judy Donnelly; *The Trojan Horse* by Emily Little



History 2

History 2 continues a program that spans the elementary grades, exploring world geography and history from the Stone Age to the Space Age. This course focuses on the time from ancient Rome to the later Middle Ages. Supplementary lessons focus on concepts in economics and citizenship.

Curriculum Items: U.S./world map (K-2); inflatable globe (K-2); *Knights in Shining Armor* by Gail Gibbons; *Pompeii ...Buried Alive* by Edith Kunhardt; *The Hundredth Name* by Shulamith Levey Oppenheim; *Saint George and the Dragon* by Margaret Hodges; *Sundiata: Lion King of Mali* by David Wisniewski

History 3

History 3 continues a program that spans the elementary grades, exploring world geography and history from the Stone Age to the Space Age. This course focuses on the period from the Renaissance through the American Revolution. Supplementary lessons focus on concepts in economics and citizenship.

Curriculum Items: *Michelangelo* by Mike Venezia; *America 1492* (“Kids Discover” Magazine); *The Revolutionary War* by Brendan January (Children’s Press, 2000); *Understanding Geography Level 3— Map Skills and Our World* (maps.com, 2006); inflatable globe (3-6); U.S./world map (3-5)

History 4

History 4 concludes a program that spans the elementary grades, exploring world geography and history from the Stone Age to the Space Age. This course focuses on the period from the Scientific Revolution to modern times. Supplementary lessons focus on concepts in economics and citizenship.

Curriculum Items: *Understanding Geography Level 4—Map Skills and Our World* (maps.com, 2006); Inflatable globe (3-6); U.S./world map (3-5); *Inventors: A Library of Congress Book* by Martin Sandler; *The U.S. Constitution and You* by Syl Sobel

American History A

The first half of a detailed two-year survey of the history of the United States, this course takes students from the arrival of the first people in North America through the Civil War and Reconstruction. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series *A History of US*, the course guides students through critical episodes in the story of America. Students investigate Native American civilizations; follow the path of European exploration and colonization; assess the causes and consequences of the American Revolution; examine the Constitution and the growth of the new nation; and analyze what led to the Civil War and its aftermath.

Curriculum Items: U.S./world map (3-5); *Map Skills and Our World*, Level 5; *A History of US: The Concise School Edition* by Joy Hakim (Vol. A: Prehistory to 1800, and Vol. B: 1790 to 1877)

Art K

Students are introduced to the elements of art—line, shape, color, and more. They learn about portraits and landscapes, and realistic and abstract art. Students will learn about important paintings, sculpture, and architecture; study the works and lives of artists such as Matisse, Miró, Rembrandt, Hiroshige, Cézanne, Picasso, and Faith Ringgold; and create artworks similar to works they learn about, using many materials and techniques. For example, students will create brightly colored paintings inspired by Matisse and make mobiles inspired by Alexander Calder.

Curriculum Items: *Come Look with Me: Enjoying Art with Children* by Gladys S. Blizzard; *Come Look with Me: Animals in Art* by Gladys S. Blizzard; art print kit; paintbrushes; modeling clay, assorted colors; tempera paint set; oil pastels

Art 1

Following the timeline of K¹² History, Art 1 lessons include an introduction to the art and architecture of different cultures such as Mesopotamia and ancient Egypt, Greece, and China. Students will identify landscapes, still lifes, and portraits; study elements of art such as line, shape, and texture; and create art similar to the works they learn about, using many materials and techniques. For example, inspired by Vincent van Gogh's *The Starry Night*, students paint their own starry landscape using bold brushstrokes, and make clay sculptures inspired by a bust of Queen Nefertiti and the Great Sphinx.

Curriculum Items: *Come Look with Me: Exploring Landscape Art with Children* by Gladys S. Blizzard; *Come Look with Me: World of Play* by Gladys S. Blizzard; art print kit; paintbrushes; modeling clay, assorted colors; tempera paint set; oil pastels

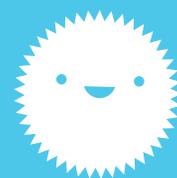
Art 2

Art 2 lessons include an introduction to the art and architecture of ancient Rome, medieval Europe, Islam, Mexico, Africa, China, and Japan. Students will examine elements of art and principles of design such as line, shape, pattern, and more; study and create self-portraits, landscapes, sculptures, and more; and create artworks similar to works they learn about, using many materials and techniques. For example, after studying Winslow Homer's *Snap the Whip*, students paint their own narrative landscape, and design stained glass windows inspired by the Notre Dame Cathedral in Paris.

Curriculum Items: *How Artists See Play* by Colleen Carroll; *How Artists See Animals* by Colleen Carroll; art print kit; paintbrushes; modeling clay, assorted colors; tempera paint set; oil pastels

Art 3

Following the timeline of K¹² History, Art 3 lessons include an introduction to the art and architecture of the Renaissance throughout Europe, including Italy, Russia, and northern Europe. Students also investigate artworks from Asia, Africa, and the Americas created during the same time period. Students will extend their knowledge of elements of art and principles of design—such as form, texture, and symmetry—and draw, paint, and sculpt a variety of works, including self-portraits, landscapes, and still life paintings. For example, after studying da Vinci's *Mona Lisa*, students will use shading in their own drawings and make prints showing the features and symmetry of the Taj Mahal.



Curriculum Items: *How Artists See Families* by Colleen Carroll; *How Artists See Work* by Colleen Carroll; art print kit; paintbrush, tempera, flat bristle #1; paintbrush, tempera, small #1; paintbrush, tempera, medium #4; paintbrush, tempera, large #8; modeling clay, assorted colors; tempera paint set; oil pastels

Art 4

Lessons include an introduction to the artists, cultures, and great works of art and architecture from the French and American revolutions through modern times. Students will study and create artworks in various media, including portraits, quilts, sculpture, collages, and more; investigate the art of the United States, Europe, Japan, Mexico, and Africa; learn about Impressionism, Cubism, Art Nouveau, and Regionalism; and create artworks inspired by works they learn about, using many materials and techniques. For example, after studying sculptures and paintings of ballerinas by Edgar Degas, students create their own clay sculptures of a figure in motion.

Curriculum Items: *Come Look at Me: The Artist at Work* by R. Sarah Richardson; *Come Look at Me: Exploring Modern Art* by Jessica Noelani Wright; art print kit; paintbrushes; tempera paint set; burlap

Intermediate Art: American A

Intermediate Art: American A includes an introduction to the artists, cultures, and great works of art and architecture of North America, from pre-Columbian times through 1877. Students will study and create various works, both realistic and abstract, including sketches, masks, architectural models, prints, and paintings; investigate the art of the American Indians, and Colonial and Federal America; and create artworks inspired by works they learn about, using many materials and techniques. For example, after studying John James Audubon's extraordinary paintings of birds, students make bird paintings with realistic color and texture.

Curriculum Items: *Come Look With Me: Art in Early America* by Randy Osofsky; *Come Look With Me: Exploring American Indian Art* by Stephanie Salomon; art print kit; paintbrushes; white self-hardening clay; tempera paint set; acrylic paint set; burlap; oil pastels

Preparatory Music

Kindergarten students learn about music through lively activities, including listening, singing, and moving. Through games and folk songs from diverse cultures, students learn musical concepts such as high and low, or loud and soft. Creative movement activities help students enjoy the music of composers such as Grieg and Haydn. Students will sing along with folk songs, practice moving to music, and listen actively to different kinds of music. They will also understand concepts such as high and low, fast and slow, long and short, loud and soft as well as identify and contrast beat and rhythm.

Curriculum Items: *Let's Sing*—Vol. K (songbook); tambourine; slide whistle

Beginning 1 Music

This course is for students in grade 1, or students in grade 2 who are new to the K¹² Music program. In this course, traditional games and folk songs from many cultures help students begin to read and write simple melodic and rhythmic patterns. Students are introduced to the instruments of the orchestra through Prokofiev's classic *Peter and the Wolf*. They explore how music tells stories in *The Sorcerer's Apprentice* and are introduced to opera through a lively unit on Mozart's *Magic Flute*. Students sing along with folk songs, practice moving to music, and listen actively to different kinds of music.

Curriculum Items: *Let's Sing*—Vol. 1 (songbook); tambourine; slide whistle

Beginning 2 Music

This course is for students in grade 2 or 3 who have completed Beginning 1 Music. Through traditional folk songs and games, students learn to read more complicated melodic patterns and rhythms. As students listen to works by great composers, such as Vivaldi and Saint-Saëns, they learn to recognize these patterns in the music. Students will sing along with folk songs; read and write music; learn to recognize melody in three and four-note patterns; identify rhythms in music using half notes; become familiar with string and percussion instruments of the orchestra; recognize duple and triple meter; and begin to understand standard musical notation.

Curriculum Items: *Let's Sing*—Vol. 2 (songbook)

Introduction to Music

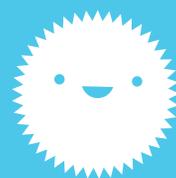
Introduction to Music is for students in grade 3 or 4 who are new to K¹² and just beginning their study of music. Students learn to recognize and write melodic and rhythmic patterns with four elements, and they practice recognizing these patterns in the music of great composers such as Beethoven and Brahms. Students become familiar with instruments of the orchestra as they listen to music composed by Vivaldi, Saint-Saëns, Holst, and others. Students will read and write music; learn to recognize melody in two-, three-, and four-note patterns; and identify rhythms in music using eighth, quarter, half notes, and rests.

Curriculum Items: *Let's Sing*—Vol. 2 (songbook); tambourine; slide whistle

Intermediate 1 Music

This course is for students in grade 3 or 4 who have completed Beginning 1 and 2 Music, or students in grade 4 or 5 who have completed Introduction to Music. Through traditional folk songs, games, and the consistent use of solfège, students learn to read and write a variety of musical patterns and recognize the pentatonic scale. They learn to play simple melodies and rhythms on the recorder, and also learn fundamental concepts in breathing and singing. They become more familiar with the orchestra, especially the woodwind and brass families, and learn about the lives and works of Bach, Handel, Haydn, Mozart, and Beethoven. Students will learn to recognize melody in four- and five-note patterns; identify rhythms in music using sixteenths, dotted half notes, and whole notes; and recognize AB and ABA form.

Curriculum Items: *Let's Sing*—Vol. 3 (songbook); recorder



Intermediate 2 Music

This course is for students in grade 4 or 5 who have completed Intermediate 1 Music. The course begins by introducing notes that are lower or higher than the familiar lines and spaces of the staff. Students expand their knowledge of rhythm and learn about the Romantic period in music. Students also study harmony and practice recognizing pentatonic patterns. Finally, they take a musical trip through Europe, Africa, the Middle East, the Caribbean, Japan, and China.

Curriculum Items: *Let's Sing*—Vol. 4 (songbook)

Intermediate 3 Music

This course is for students in grade 5 who have completed Intermediate 2 Music. The course introduces students to all the notes of the major scale, from low *Sol* all the way up to high *Do*. Students also learn to recognize and sing the natural minor scale. They expand their knowledge of rhythm with simple syncopated patterns. This semester introduces the Modern period in music, with listening activities to help students recognize Modern music and identify pieces by individual composers. Near the end of the year, students explore American folk music as they follow the expansion of the country westward. Finally, they learn to recognize the major forms of classical music: three-part song form, theme and variations, rondo, sonata allegro, and fugue.

Exploring Music

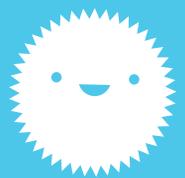
This course is for students in grade 5 who are new to the K¹² Music program. This course presents the basics of traditional music appreciation through singing and the study of music in history and culture. Students begin by studying some of the most important classical composers, and then study traditional music from around the country and around the world. Finally, they learn how to follow the form of a piece of music.

Curriculum Items: *Let's Sing for Fun* (songbook)

Elementary Spanish 1

This course for beginners with little exposure to world languages is geared for younger minds, still especially receptive to language learning through contextual interpretation and imitation. Highly visual and amusing stories and activities are geared for these developing students, encouraging them to begin telling stories themselves. This course is not just a set of language lessons, but an appealing adventure for young minds. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include greetings, introductions, songs, *por favor* and *gracias*, and other expressions of daily courtesy, simple storytelling, and free-response questions. Vocabulary starts with numbers 1–10, animals, and shapes, and moves into days of the week, seasons, colors, fruits and vegetables, simple directions, and useful “around town” expressions. Grammar moves from simple sentence construction, first- and third-person verbs, and indefinite articles to demonstrative pronouns, simple conjunctions, simple possession, and *ser* and *estar*.



Students also begin to encounter the third-person past tense, imperative verbs, and second-person present-tense verbs. Cultural topics introduce the geography and customs of Spanish-speaking countries.

Elementary Spanish 2

The adventure story continues to build upon the base of vocabulary and linguistic structures introduced in Elementary Spanish 1. Interactive activities and increasingly challenging games continue to drive students toward a strong set of intermediate language skills. An integrated, game-based reward system keeps learners motivated and eager to progress. Communication expressions include social exchanges, more complex storytelling, songs, recipes, word puzzles, and interrogative words. Vocabulary includes advanced family and animal-related words and a review of numbers. Poems, stories, and songs are used throughout. Grammar moves from negative and reflexive verbs and third-person plural present verbs to noun-adjective agreement, first-person past-tense verbs, and the plural imperative. Cultural topics include cuisine, climate, geography, and history.

Prerequisites: Elementary Spanish 1 (or equivalent)

Elementary French 1

This course for beginners with little exposure to world languages is geared for younger minds, still especially receptive to language learning through contextual interpretation and imitation. Highly visual and amusing stories and activities are geared for these developing students, encouraging them to begin telling stories themselves. This course is not just a set of language lessons but an appealing adventure for young minds. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include greetings, introductions, *oui* and *non*, *s'il vous plaît* and *merci*, and other familiar phrases, songs, simple storytelling, and description activities. Vocabulary starts with animals, shapes, and colors and moves to fruits, farm-related words, body parts, family words, and numbers. Grammar topics include simple nouns, first-, second-, and third-person present-tense verbs for simple questions, basic third-person past-tense verbs, interrogative words, simple conjunctions, articles, prepositions, and introductory imperative and infinitive verb forms. Cultural topics introduce the geographies and customs of French-speaking countries.

Elementary French 2

The adventure story continues to build upon the base of vocabulary and linguistic structures introduced in Elementary French 1. Interactive activities and increasingly challenging games continue to drive students toward a strong set of intermediate language skills. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include a wider array of social greetings and more complex storytelling and songs. Vocabulary expands with more terms related to animals, body parts, colors, familial relationships, and numbers. Grammar moves from second- and third person plural present-tense forms, prepositional phrases, and more first- and third person present-tense forms to additional conjunctions, reflexive verbs, imperatives, and past-tense forms. Cultural topics include cuisine, climate, geography, and history.

Prerequisites: Elementary French 1 (or equivalent)

Elementary German 1

This course for beginners with little exposure to world languages is geared for younger minds still especially receptive to language learning through contextual interpretation and imitation. Highly visual and amusing stories and activities are geared for these developing students, encouraging them to begin telling stories themselves. This course is not just a set of language lessons, but an appealing adventure for young minds, rich with graphics, games, and engaging interactive activities. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include greetings, introductions, *ja* and *nein*, *danke* and *bitte* and other familiar phrases, songs, simple storytelling, and description activities. Vocabulary starts with animals, body parts, numbers, shapes, small objects, and colors, before moving on to food, farm-related words, useful “around town” expressions, and household terminology. Grammar starts with simple nouns, first-, second-, and third-person present-tense verbs, direct and indirect articles, the conjunction *und*, the pluralization of nouns, third-person plural present-tense verbs, third-person past-tense verbs, simple prepositions, and expressions conveying “there is,” “there are,” “isn’t,” and “will be.”

Cultural topics introduce the geographies and customs of German-speaking countries, with a special focus on German-speaking Switzerland.

Elementary German 2

The adventure story continues to build upon the base of vocabulary and linguistic structures introduced in Elementary German 1. Interactive activities and increasingly challenging games continue to drive students toward a strong set of intermediate language skills. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include a wider array of social greetings, introductions, simple commands, suggestions, questions, German folk songs, and enhanced storytelling. Vocabulary expands in the domains of animals, body parts, numbers, shapes, small objects, familial relationships, food, cooking, and new words useful for telling stories such as “The Three Little Pigs” and “Chicken Little” in German.

Grammar adds more third-person present-tense verbs, direct and indirect articles, and the conjunction *aber*, and progresses toward new third-person plural present-tense forms, third-person past-tense verbs, additional prepositions, and expressions conveying understanding. Students are also exposed to the simple future tense in the third person.

Cultural topics include cuisine, climate, geography, and history.

Prerequisites: Elementary German 1 (or equivalent)

Elementary Latin 1

Latin remains a vital tool in improving students’ fundamental understanding of English and other languages. While it’s considered, in the strictest sense, to be a “dead” language, Latin comes alive in this course through the use of gaming and multimedia techniques, creating the foundation for a deep understanding of cultural, political, and literary history. An integrated, game-based reward system keeps learners motivated and eager to progress.

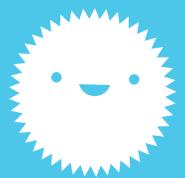
Communication expressions include greetings, introductions, familiar phrases, relationships, cause and effect, likes and dislikes, and questions. Vocabulary progresses from animals, body parts, family relationships, colors, food, plants, and numbers to small objects, shapes, and household words. Grammar begins with simple sentence construction, first- and third-person verbs, demonstrative pronouns, conjunctions, and simple possession, before moving on to basic third-person past-tense and imperative forms as well as certain second-person present-tense forms.

Cultural topics introduce the history of the Latin language and daily practices along with military, political, and artistic aspects of the Roman Empire.

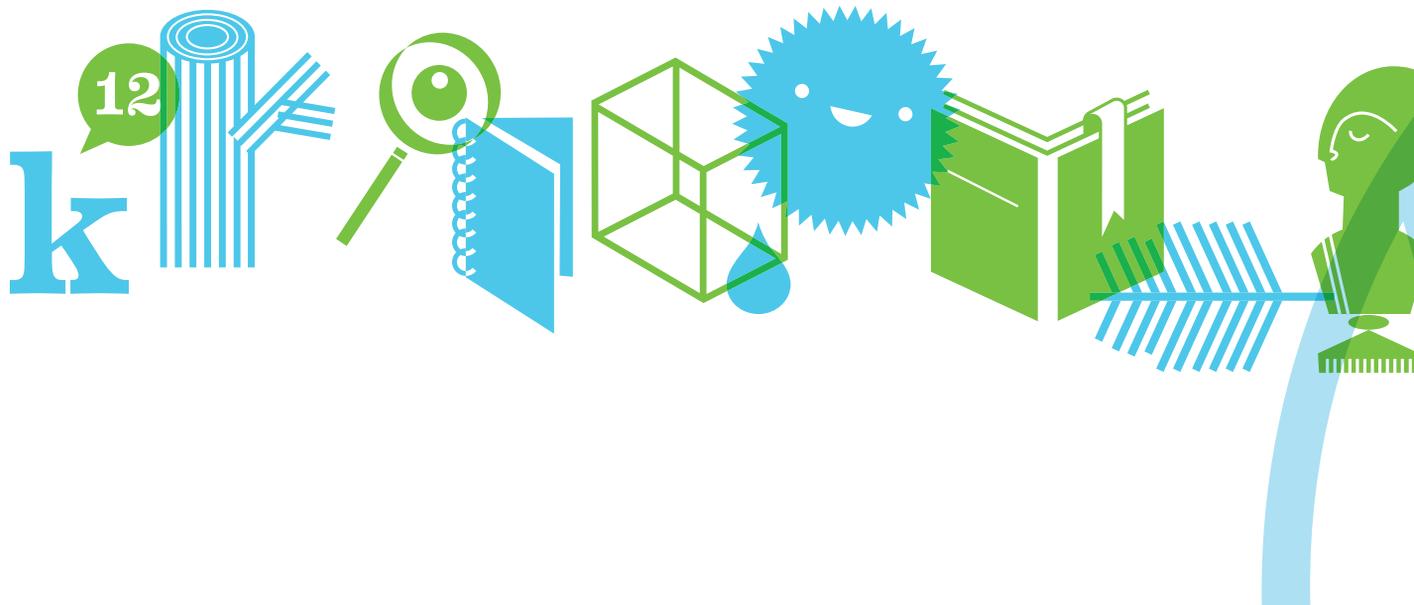
Welcome to Online Learning

Families begin the school year with a Welcome to Online Learning course. The course provides an overview of each curriculum area so students and Learning Coaches can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of the course, students will be fully prepared to begin their K¹² lessons in the online school.

Elementary



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8

i



Middle



Course materials will be available in various formats, which may include physical and/or digital materials.

Intermediate English A

This course is designed to give students the essential building blocks for expressing their own ideas in standard (or formal) English. After an opening focus on paragraph writing, students write a variety of compositions in genres they will encounter throughout their academic careers. The Grammar, Usage, and Mechanics program offers practice in sentence analysis, sentence structure, and proper punctuation. Intermediate English A sharpens reading comprehension skills, engages readers in literary analysis, and offers a variety of literature to suit diverse tastes. This course addresses current thinking in assessment standards.

Curriculum Items: *Myths of Ancient Greece and Rome* (an anthology from K¹²); *The Secret Garden* by Francis Hodgson Burnett; *The Adventures of Tom Sawyer* by Mark Twain; *Animal Adventures* (nonfiction collection); *Believing Our Eyes and Ears* (nonfiction collection); *Classics for Young Readers*, Vol. 6; *Twelfth Night* (Shakespeare for Young Readers adaptation); *BK English Language Handbook*, Grade 6, Perfection Learning; *Vocabulary from Classical Roots*, Book A, Educators Publishing Service

Novels: Students read novels of their choice from a selection of award-winning works by renowned authors, from a variety of genres: fantasy, science fiction, historical fiction, realistic fiction, and mystery. (Novels are not part of the standard materials, but are readily available at the library or for purchase in bookstores or online.)

Intermediate English B

This course continues the development of written and oral communication skills, designed to give students the essential building blocks for expressing their own ideas in standard (formal) English. Students continue to practice writing essays in various genres. They analyze the conventional five-paragraph essay structure, and then move on to learn the form and structure of a variety of essays they will encounter in their academic careers. The Grammar, Usage, and Mechanics program addresses many grammatical topics. Intermediate English B sharpens reading comprehension skills, engages students in literary analysis, and offers a variety of literature to suit diverse tastes. This course addresses current thinking in assessment standards.

Curriculum Items: *Classics for Young Readers*, Vol. 7; *BK English Language Handbook*, Grade 7, Perfection Learning; *Vocabulary from Classical Roots*, Book B, Educators Publishing Service; *The Iliad and The Odyssey: Stories from Homer's Epics* (K¹² anthology); *The Hobbit* by J.R.R. Tolkien; *Treasure Island* by Robert Louis Stevenson; *City* by David Macaulay; *Julius Caesar* (Shakespeare for Young Readers adaptation)

Novels: Students read novels of their choice from a selection of award-winning works by renowned authors, from a variety of genres: fantasy, science fiction, historical fiction, realistic fiction, and mystery. (Novels are not part of the standard materials, but are readily available at the library or for purchase in bookstores or online.)

Literary Analysis and Composition

Throughout this course, students engage in literary analysis of short stories, poetry, drama, novels, and nonfiction. The course focuses on the interpretation of literary works and the development of oral and written communication skills in standard (formal) English. The course is organized in four programs: Literature; Composition; Grammar, Usage, and Mechanics; and Vocabulary. In Composition, students continue to sharpen their skills by writing essays in various genres. In Literature, students read “what’s between the lines” to interpret literature, and they go beyond the book to discover how the culture in which a work of literature was created contributes to the themes and ideas it conveys. Students also read and study a variety of nonfiction works. This course addresses current thinking in assessment standards.

Curriculum Items: *Classics for Young Readers*, Vol. 8; *BK English Language Handbook*, Level 1, Perfection Learning; *Vocabulary from Classical Roots*, Book C, Educators Publishing Service; *Narrative of the Life of Frederick Douglass* by Frederick Douglass; *Anne Frank: Diary of a Young Girl* by Anne Frank; *Romeo and Juliet* by William Shakespeare (Signet Classic)

Novels: Students choose four out of seven offered titles, including *Jane Eyre* by Charlotte Brontë, *Great Expectations* by Charles Dickens, *Animal Farm* by George Orwell, and *To Kill a Mockingbird* by Harper Lee.

Drama: *Romeo and Juliet* by William Shakespeare

Short stories by Langston Hughes, Shirley Jackson, Jack London, Guy de Maupassant, Edgar Allan Poe, James Thurber, and more

Poetry by W.H. Auden, Gwendolyn Brooks, E.E. Cummings, Emily Dickinson, Robert Frost, Gerard Manley Hopkins, James Weldon Johnson, John Keats, Henry Wadsworth Longfellow, Pablo Neruda, Octavio Paz, William Shakespeare, Dylan Thomas, William Butler Yeats, and more

Autobiography: Selections by Mark Twain, Ernesto Galarza, and Maya Angelou; *Narrative of the Life of Frederick Douglass*, *An American Slave* by Frederick Douglass or *Anne Frank: Diary of a Young Girl* by Anne Frank

Middle



Intermediate Mathematics A

Intermediate Mathematics A is the first of a three-year middle school math sequence. This research-based course focuses on computational fluency, conceptual understanding, and problem solving and expands more deeply into concepts of geometry, algebra, and statistics. This engaging course features new graphics and learning tools. Students solve expressions and equations in the context of perimeter, area, and volume problems while further developing computational skills with fractions and decimals. Also in the context of problem solving, students add, subtract, multiply, and divide positive and negative numbers and work with problems addressing net gains and losses. Students solve problems involving ratios, proportions, and percents with an emphasis on both unit rates and constant rates as well as problems involving direct variation. They learn multiple representations for communicating information such as graphs on the coordinate plane, measures

of center with statistical data, and a variety of data displays. This course also includes standards-based tasks, digital literacy skills, and multiple question types for assessments.

Curriculum Items: *Fundamentals of Geometry and Algebra*

Math 6: Fundamentals of Geometry and Algebra

Students enhance computational and problem-solving skills while learning topics in algebra, geometry, probability, and statistics. They solve expressions and equations in the context of perimeter, area, and volume problems while further developing computational skills with fractions and decimals. The study of plane and solid figures includes construction and transformations of figures. Also in the context of problem solving, students add, subtract, multiply, and divide positive and negative integers and solve problems involving ratios, proportions, and percentages, including simple and compound interest, rates, discount, tax, and tip problems. They learn multiple representations for communicating information, such as graphs on the coordinate plane, statistical data and displays as well as the results of probability and sampling experiments. They investigate patterns involving addition, multiplication, and exponents, and apply number theory and computation to mathematical puzzles.

Curriculum Items: *Fundamentals of Geometry and Algebra*

Intermediate Mathematics B

Intermediate Mathematics B is the second of a three-year middle school math sequence that prepares students for success in high school algebra. The course begins by developing an understanding of operations with rational numbers, which is applied to working with algebraic expressions and linear equations. This course also helps students develop understanding of proportional relationships and the use of these relationships to solve problems. Geometry topics focus on constructions of two-dimensional figures; properties of circles; scale factors; and problems involving area, surface area, and volume. Finally, students use the tools of probability and statistics to solve basic probability problems and to make inferences based on population samples. This course aligns to national standards and is designed to focus on critical skills and knowledge needed for success in further mathematical studies, including high school algebra.

Curriculum Items: *Intermediate Mathematics B: A Reference Guide and Problem Sets*

Prerequisites: K¹² Intermediate Mathematics A

Math 7: Pre-Algebra

In this course, students take a broader look at computational and problem-solving skills while learning the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and explain strategies for solving real-world problems.

Curriculum Items: *Pre-Algebra: A Reference Guide and Problem Sets*

Prerequisites: Math 6: Fundamentals of Geometry and Algebra (or equivalent)

Intermediate Mathematics C

Intermediate Mathematics C is the third of a three-year middle school math sequence that prepares students for success in high school algebra. The course begins with properties of numbers, including exponents, as well as measurement and precision with scientific notation. After using transformations to solve linear equations with one variable, the course presents linear equations and systems with two variables. The course emphasizes modeling with linear relationships, including the use of linear functions to model relationships between bivariate statistical data. Geometry topics include distances, angles, similarity, and congruence with two-dimensional figures and volumes of three-dimensional figures. Finally, students use irrational numbers and the Pythagorean theorem to solve mathematical and real-world problems. This course aligns to national standards and is designed to focus on critical skills and knowledge needed for success in further mathematical studies, including high school algebra. After completing this course, students will be ready to take Algebra I or Integrated Math I in high school.

Curriculum Items: *Intermediate Mathematics C: A Reference Guide and Problem Sets*

Prerequisites: K¹² Intermediate Mathematics B (or equivalent)

Math 8: Algebra

Students develop algebraic fluency by learning the skills needed to solve equations and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Students learn to use number properties to simplify expressions or justify statements; describe sets with set notation and find the union and intersection of sets; simplify and evaluate expressions involving variables, fractions, exponents, and radicals; work with integers, rational numbers, and irrational numbers; and graph and solve equations, inequalities, and systems of equations. They learn to determine whether a relation is a function and how to describe its domain and range; use factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulate and evaluate valid mathematical arguments using various types of reasoning; and translate word problems into mathematical equations and then use the equations to solve the original problems.

Curriculum Items: *Algebra I: Reference Guide and Problem Sets*

Prerequisites: Math 7: Pre-Algebra (or equivalent)

Middle



Earth Science

The Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, the curriculum gives students an opportunity to relate to their everyday world. Students will explore topics such as the fundamentals of geology, oceanography, meteorology, and astronomy; Earth's minerals and rocks; Earth's interior; plate tectonics, earthquakes, volcanoes, and the movements of continents; geology and the fossil record; the oceans and the atmosphere; and the solar system and the universe.

Curriculum Items: Wall map set (science/history); graduated cylinder; pipe cleaners; advanced rock and mineral kit; diffraction grating film; latch magnet; safety glasses; magnifying glass; centimeter gram cubes; clay (four colors); fine sand; white tile; thermometer

Advanced Earth Science

Advanced Earth Science is a rigorous middle school course. It was conceived for the student who loves geology or meteorology and is ready for an extra challenge. Students tackle such topics as rocks and minerals, plate tectonics and the drifting of continents, volcanoes, earthquakes, oceanography, weather, and astronomy. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full-unit investigation to learn about the application of scientific methods.

Curriculum Items: Wall map set (science/history); graduated cylinder; pipe cleaners; advanced rock and mineral kit; diffraction grating film; latch magnet; safety glasses; magnifying glass; clay (four colors); fine sand; white tile; thermometer

Life Science

The K¹² Life Science program invites students to investigate the world of living things—at levels both large and small—by reading, observing, and experimenting with aspects of life on Earth. Students explore an amazing variety of organisms, the complex workings of the cell, the relationship between living things and their environments, and discoveries in the world of modern genetics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full-unit investigation to learn about the application of scientific methods.

Curriculum Items: Graduated cylinder; compound microscope; radish seeds; microscope slides (set of 12); slide cover slips (set of 12); transparencies (set of 12); petri dishes; agar vials; rhizobium bacteria; green bean bush seeds; safety glasses; magnifying glass; thermometer

Advanced Life Science

Advanced Life Science is a rigorous middle school course, conceived for the student who loves biology and is ready for an extra challenge. Students tackle such topics as ecology, microorganisms, animals, plants, cells, and genetics. They are also introduced to gene expression and other aspects of cell biology. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full-unit investigation to learn about the application of scientific methods.

Curriculum Items: Graduated cylinder; compound microscope; radish seeds; microscope slides (set of 12); slide cover slips (set of 12); transparencies (set of 12); petri dishes; agar vials; rhizobium bacteria; green bean bush seeds; safety glasses; magnifying glass; thermometer

Physical Science

The K¹² Physical Science program introduces students to many aspects of the physical world, focusing first on chemistry and then on physics. The course provides an overview of the physical world and gives students tools and concepts to think clearly about atoms, molecules, chemical reactions, motion, electricity, light, and other aspects of chemistry and physics. Among other subjects, students study the structure of atoms; the elements and the Periodic Table; chemical reactions; forces, including gravitational, motion, acceleration, and mass; and energy, including light, thermal, electricity, and magnetism.

Curriculum Items: Graduated cylinder; stopwatch; 10 Newton spring scale; digital scale; double pulley; metallic rod; metallic spring; muriatic acid; phenolphthalein; protective gloves (two pair); D-cell battery holder; cork stoppers; enamel-coated, heavy-gauge copper wire; non-insulated copper wire; insulated copper wire strips (set of five)

Advanced Physical Science

Advanced Physical Science is a rigorous middle school course conceived for the enthusiastic science student who is ready for an extra challenge. Students learn about the physical world and tackle topics such as matter, energy, atoms, motion, thermodynamics, and other aspects of chemistry and physics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full-unit investigation to learn about the application of scientific methods.

Curriculum Items: Graduated cylinder; stopwatch; 10 Newton spring scale; digital scale; double pulley; metallic rod; metallic spring; muriatic acid; phenolphthalein; protective gloves (two pair); D-cell battery holder; cork stoppers; enamel-coated, heavy gauge copper wire; non-insulated copper wire; insulated copper wire strips (set of five); directional compass; bar magnet (set of two); safety glasses; lamp bulbs (set of four); lamp bulb receptacle (set of two); thermometer

American History B

The second half of a detailed two-year survey of the history of the United States, this course takes students from the westward movement of the late 1800s to the present. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series *A History of US*, the course guides students through critical episodes in the story of America. Students examine the impact of the settlement of the American West; investigate the social, political, and economic changes that resulted from industrialization; explore the changing role of the U.S. in international affairs from the late nineteenth century through the end of the Cold War; and trace major events and trends in the United States from the Cold War through the first decade of the twenty-first century.

Curriculum Items: Wall map set (science/history); *A History of US: The Concise School Edition* by Joy Hakim, Vol. C: 1865 to 1932, Vol. D: 1929 to Present

Middle



**Intermediate World History A:
From Prehistory through the Middle Ages**

In this first part of a survey of world history from prehistoric to modern times, K¹² online lessons and assessments complement *The Human Odyssey*, a textbook series developed and published by K¹². This course focuses on the development of civilization across a 12,000-year span: from the Ice Age to the Middle Ages, from cave paintings to stained glass windows, from crude huts to Gothic cathedrals. The course introduces geography concepts and skills as they appear in the context of the historical narrative.

Curriculum Item: *The Human Odyssey, Volume 1: Prehistory Through the Middle Ages*

**Intermediate World History B:
Our Modern World, 1400 to 1914**

Continuing a survey of world history from prehistoric to modern times, K¹² online lessons and assessments complement the second volume of *The Human Odyssey*, a textbook series developed and published by K¹². This course focuses on the story of the past, from the fifteenth century to 1914 and the beginning of World War I. The course is organized chronologically and, within broad eras, regionally. Lessons explore developments in religion, philosophy, the arts, and science and technology. The course introduces geography concepts and skills as they appear in the context of the historical narrative.

Curriculum Item: *The Human Odyssey, Volume 2: Our Modern World, 1400 to 1914*

Intermediate Art: American B

Intermediate Art: American B is designed to complement K¹² American History B. Following the same historical timeline, lessons include an introduction to the artists, cultures, and great works of American art and architecture from the end of the Civil War through modern times. Students will investigate paintings done in various styles, from Impressionist to Pop; learn about modern sculpture and folk art; discover how photographers and painters have inspired one another; examine examples of modern architecture, from skyscrapers to art museums; and create artworks inspired by works they learn about.

Curriculum Items: Art print kit; paintbrushes; plastilina clay (10 colors); acrylic paint set; oil pastels

Intermediate Art: World A

Intermediate Art: World A is designed to complement Intermediate World History A: From Prehistory Through the Middle Ages. Following the same historical timeline, lessons include an introduction to the artists, cultures, and great works of world art and architecture from ancient through medieval times. Students will investigate how artists from different civilizations used various techniques, from painting to mosaic; examine elements of design and styles of decoration, from the spiral to the solar disk; and explore some of the best-preserved works from ancient tombs, including the treasures of Egypt's King Tut.

Curriculum Items: Art print kit; paintbrushes; white self-hardening clay; acrylic paint set

Intermediate Art: World B

K¹² Intermediate Art: World B is designed to complement World History: Our Modern World, 1400 to 1917. Following the same historical timeline, lessons include an introduction to the artists, cultures, and great works of world art and architecture from the Renaissance through modern times. Students will study various works of art from the Renaissance and beyond; discover great works of art and see how they influenced later artists; compare and contrast works from many civilizations, from paintings to sculpture, architecture, book covers, prints, and more; and create artworks inspired by works they learn about.

Curriculum Item: Art print kit

Music Concepts A

This course is for students in grade 6, or students in grade 7 who are new to the K¹² Music program. Students learn the fundamentals of music, as they relate to the piano key, and study a select group of composers and their music. The course covers the staff and the keyboard; extending the staff; and flats, sharps, and scales.

Music Concepts B

This course is for students in grade 7 who have already completed Music Concepts A. Students learn the fundamentals of music, as they relate to the piano key, and study a select group of composers and their music. The course covers the elements of rhythm and melody; rhythms, rests, and keys; and minor scales, syncopation, and harmony.

Music Appreciation

This course is for students in grade 8. *Music Appreciation* covers the fundamentals of music (such as rhythm, beat, melody, harmony, form, and expression), and a survey of music history beginning with the early music of the Greeks and the Middle Ages. The course concludes with Modern music by composers such as Copland and Prokofiev. Topics include the elements of music; music and emotion; musical style; musical instruments of the world; and music through history.

Middle



Middle School Spanish 1

This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School Spanish I. Students begin their introduction to Spanish by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

*Also suitable for students of other ages, depending upon background and experience.

Prerequisites: None

Middle School Spanish 2

Students continue their language-learning adventure by progressing to this next level of middle school Spanish. The instruction is equivalent to that found in the second semester of High School Spanish I. Students expand their introduction to Spanish through focus on four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Prerequisites: K¹² Middle School Spanish 1 (or equivalent)

Middle School French 1

This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School French I. Students begin their introduction to French by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning

pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

*Also suitable for students of other ages, depending upon background and experience

Prerequisites: None

Middle School French 2

Students continue their language-learning adventure by progressing to this next level of middle school French. The instruction is equivalent to that found in the second semester of High School French I. Students expand their introduction to French through focus on four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Prerequisites: K¹² Middle School French 1 (or equivalent)

Middle School German 1

This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School German I. Students begin their introduction to German by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect

Middle



to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

*Also suitable for students of other ages, depending upon background and experience

Prerequisites: None

Middle School German 2

Students continue their language-learning adventure by progressing to this next level of middle school German. The instruction is equivalent to that found in the second semester of High School German I. Students expand their introduction to German through focus on four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Prerequisites: K¹² Middle School German 1 (or equivalent)

Middle School Latin 1

This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School Latin I. Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated

medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

*Also suitable for students of other ages, depending upon background and experience

Prerequisites: None

Middle School Latin 2

Students continue their language-learning adventure by progressing to this next level of middle school Latin. The instruction is equivalent to that found in the second semester of High School Latin I. Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

*Also suitable for students of other ages, depending upon background and experience.

Prerequisites: K¹² Middle School Latin 1 (or equivalent)

Middle School Chinese 1

This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School Chinese I. Students begin their introduction to Chinese by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and

Middle



grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

*Also suitable for children of other ages, depending upon background and experience.

Prerequisites: None

Middle School Chinese 2

The instruction is equivalent to that found in the second semester of High School Chinese I. Students begin their introduction to Chinese by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Prerequisites: K¹² Middle School Chinese 1 (or equivalent)

Welcome to Online Learning

Families begin the school year with a Welcome to Online Learning course. The course provides an overview of each curriculum area so students and Learning Coaches can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of the course, students will be fully prepared to begin their K¹² lessons in the online school.



Middle





K-8 Course List

Complete list available through K¹². Course offerings may vary at K¹²-powered schools.



K–8 COURSE LIST

Complete list available through K¹². Course offerings may vary at K¹²-powered schools.

English/Language Arts

Language Arts Blue (K)
Language Arts Green (1)
Language Arts Orange (2)
Language Arts Purple (3)
Language Arts 4
Language Arts 5
Intermediate English A
Intermediate English B
Literary Analysis and Composition
MARK¹² Reading I (Remediation) **A**
MARK¹² Reading II (Remediation) **A**
MARK¹² Reading III (Remediation) **A**

Math

Math Plus Blue (K) **A**
Math Plus Green (1) **A**
Math Plus Orange (2) **A**
Math Plus Purple (3) **A**
Math Plus Red (4) **A**
Math Plus Yellow (5) **A**
Intermediate Mathematics A
Math 6: Fundamentals of Geometry & Algebra
Intermediate Mathematics B
Math 7: Pre-Algebra
Intermediate Mathematics C
Math 8: Algebra

Science

Science K
Science 1
Science 2
Science 3
Science 4
Science 5
Earth Science
Life Science
Physical Science
Advanced Earth Science
Advanced Life Science
Advanced Physical Science

History/Social Sciences

History K
History 1
History 2
History 3
History 4
American History A
American History B
Intermediate World History A
Intermediate World History B

World Languages

Elementary Spanish 1
Elementary Spanish 2
Elementary French 1
Elementary French 2
Elementary German 1
Elementary German 2
Elementary Latin 1
Middle School Spanish 1
Middle School Spanish 2
Middle School French 1
Middle School French 2
Middle School German 1
Middle School German 2
Middle School Latin 1
Middle School Latin 2
Middle School Chinese 1
Middle School Chinese 2

Art

Art K
Art 1
Art 2
Art 3
Art 4
Intermediate Art: American A
Intermediate Art: American B
Intermediate Art: World A
Intermediate Art: World B

Music

Preparatory Music
Beginning 1 Music
Beginning 2 Music
Introduction to Music
Intermediate 1 Music
Intermediate 2 Music
Intermediate 3 Music
Exploring Music
Music Concepts A
Music Concepts B
Music Appreciation

Orientation

Welcome to Online Learning Grades K–2
Welcome to Online Learning Grades 3–5
Welcome to Online Learning Grades 6–8

A = adaptive learning technology

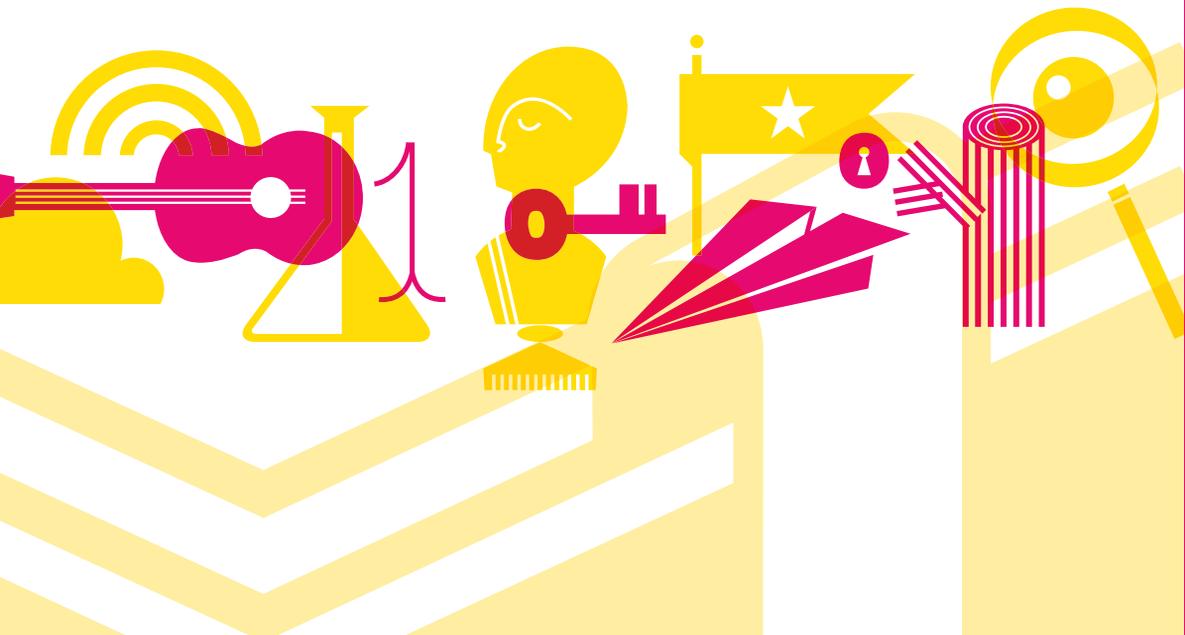
Course materials will be available in various formats, which may include physical and/or digital materials.

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High

High



In **K¹² Core courses**, topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong study skills. Rich, engaging content with interactive demonstrations and activities help students absorb and retain information.

In **K¹² Comprehensive courses**, students do more extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in Core courses.

K¹² Honors courses hold students to a greater degree of accountability, and demand even greater independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources.

K¹² AP[®] courses are college-level courses that follow curriculum specified by the College Board. These courses are designed to prepare students for success on AP Exams, providing students the opportunity to earn credit at most of the nation's colleges and universities. Our AP courses include a companion AP Exam Review course that provides practice for multiple choice exams and essay writing as well as provides students an individualized study plan based on their results.

ENG001: English Foundations I (Remediation)

Students build and reinforce foundational reading, writing, and basic academic skills needed for success in high school. Through carefully paced, guided instruction, and graduated reading levels, students improve reading comprehension and strategies, focusing on literacy development at the critical stage between decoding and making meaning from text. Instruction and practice in writing skills help students develop their composition skills in a variety of formats. If needed, students can continue their remediation of reading and writing skills with English Foundations II.

Course Length: Two semesters

Materials: None

Prerequisites: Teacher/school counselor recommendation

ENG011: English Foundations II (Remediation)

Students build and reinforce foundational reading, writing, and basic academic skills needed for success in high school. Struggling readers develop mastery in reading comprehension, vocabulary building, study skills, and media literacy. Students build confidence in writing fundamentals by focusing on composition in a variety of formats, grammar, style, and media literacy.

Course Length: Two semesters

Materials: None

Prerequisites: Teacher/school counselor recommendation; ENG001: English Foundations I is not required

ENG102: Literary Analysis and Composition I (Core)

In this course, students work on their written and oral communication skills, while strengthening their ability to understand and analyze works of literature, both classic and modern.

Literature: Students read short stories, poetry, drama, novels, essays, and informative articles. The course sharpens reading comprehension skills and engages readers in literary analysis as they consider important human issues and challenging ideas. Students also learn to read for information in nonfiction texts.

Language Skills: Students learn to express their ideas effectively. They sharpen their composition skills through focus on writing good paragraphs and essays in a variety of genres such as persuasive and research essays. Students plan, organize, and revise written works in response to feedback on drafts. In grammar, usage, and mechanics lessons, students expand their understanding of parts of speech, phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Vocabulary lessons build knowledge of Greek and Latin words that form the roots of many English words. Students use word origins and derivations to determine the meaning of new words as they increase their vocabularies.

Course Length: Two semesters

Materials: *Explorations: An Anthology of Literature, Volume A; English Language Handbook; Vocabulary from Classical Roots, Book B; Julius Caesar for Young People*

Prerequisites: Middle school English/language arts

Note: This course is only for students who are new to the K¹² curriculum. Students who have taken K¹² Intermediate English A or B, or K¹² Middle School Literary Analysis and Composition courses, should not enroll in this course.

ENG103: Literary Analysis and Composition I (Comprehensive)

This course challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres.

Literature: Students read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches. The course guides students in the close reading and critical analysis of classic works of literature, and helps them appreciate the texts and the contexts in which the works were written. Literary selections range from classic works such as Shakespeare's *Romeo and Juliet* to contemporary pieces by authors such as Maya Angelou.

Language Skills: Students broaden their composition skills by examining model essays in various genres by student and published writers. Through in-depth planning, organizing, drafting, revising, proofreading, and feedback, they hone their writing skills. Students build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online activities (Skills Updates). Student vocabularies are enhanced through the study of Greek and Latin root words, improving students' ability to decipher the meanings of new words.

Course Length: Two semesters

Materials: *Classics for Young Readers, Volume 8; BK English Language Handbook, Level 1; Vocabulary from Classical Roots, Book C; The Narrative of the Life of Frederick Douglass, An American Slave by Frederick Douglass; Anne Frank: Diary of a Young Girl by Anne Frank; Romeo and Juliet by William Shakespeare*

Prerequisites: K¹² Intermediate English A and B (or equivalent)

Note: Students who have already succeeded in K¹² Middle School Literary Analysis and Composition should not enroll in this course.

High



ENG104: Honors Literary Analysis and Composition I

This course challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres. Students enrolled in this course work on independent projects that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

Literature: Students read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches. The course guides students in the close reading and critical analysis of classic works of literature, and helps them appreciate the texts and the contexts in which the works were written. Literary selections range from the Greek tragedy *Antigone* to Shakespeare's *Romeo and Juliet* to contemporary pieces by authors such as Annie Dillard and Maya Angelou.

Language Skills: Students broaden their composition skills by examining model essays in various genres by student and published writers. Through in-depth planning, organizing, drafting, revising, proofreading, and feedback, they hone their writing skills. Students build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online activities. Student vocabularies are enhanced through the study of Greek and Latin root words, improving students' ability to decipher the meanings of new words.

Course Length: Two semesters

Materials: *Classics for Young Readers*, Volume 8; *BK English Language Handbook*, Level 1; *Vocabulary from Classical Roots*, Book C; *The Narrative of the Life of Frederick Douglass, An American Slave* by Frederick Douglass; *Anne Frank: Diary of a Young Girl* by Anne Frank; *Romeo and Juliet* by William Shakespeare

Prerequisites: K¹² Intermediate English A and B (or equivalent) and teacher/school counselor recommendation

Note: Students who have already succeeded in K¹² Middle School Literary Analysis and Composition should not enroll in this course.

ENG106: Literary Analysis and Composition I (Credit Recovery)

In the course, students read a variety of literary works to sharpen reading comprehension and literary analysis skills. They review composition skills and expand their understanding of parts of speech, phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Vocabulary lessons build knowledge of Greek and Latin words that form the roots of many English words. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters

Materials: *Explorations: An Anthology of Literature*, Volume A; *English Language Handbook*; *Vocabulary from Classical Roots*, Book B; *Julius Caesar for Young People*

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

ENG202: Literary Analysis and Composition II (Core)

In this course, students build on their language skills while reading classic and modern works of literature and improving their writing skills.

Literature: Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important human issues.

Language Skills: Students continue to work on their oral and written expression skills, writing a variety of essays, including persuasive and research essays. Students plan, organize, and revise their essays in response to feedback. They build on their skills in grammar, usage, and mechanics by studying parts of speech, phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Thematic units focus on word roots, suffixes and prefixes, context clues, and other strategies to help students strengthen their vocabularies.

Course Length: Two semesters

Materials: *Explorations: An Anthology of Literature, Volume B; The Miracle Worker* by William Gibson

Prerequisites: ENG102: Literary Analysis and Composition I (or equivalent)

Note: Students who have taken K¹² Intermediate English A or B or K¹² Middle School Literary Analysis and Composition courses should not enroll in this course.

ENG203: Literary Analysis and Composition II (Comprehensive)

In this course, students build on existing literature and composition skills and move to higher levels of sophistication.

Literature: Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Authors include W. B. Yeats, Sara Teasdale, Langston Hughes, Robert Frost, Edgar Allan Poe, Nathaniel Hawthorne, Kate Chopin, Amy Tan, and Richard Rodriguez. Students read Shakespeare's *Macbeth*. They are offered a choice of novels and longer works to study, including works by Jane Austen, Charles Dickens, Elie Wiesel, and many others.

Language Skills: In this course, students become more proficient writers and readers. In composition lessons, students analyze model essays from readers' and writers' perspectives, focusing on ideas and content, structure and organization, style, word choice, and tone. Students receive feedback during the writing process to help them work toward a polished final draft. In addition to writing formal essays, resumes, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Unit pretests identify skills to address more fully. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

Course Length: Two semesters

Materials: *Journeys in Literature: Classic and Modern, Volume B; Vocabulary for Achievement, Fourth Course; Macbeth* by William Shakespeare

Prerequisites: ENG103: Literary Analysis and Composition I (or equivalent)

High



ENG204: Honors Literary Analysis and Composition II

In this course, students build on existing literature and composition skills and move on to higher levels of sophistication. Students work on independent projects that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

Literature: Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Authors include W. B. Yeats, Sara Teasdale, Langston Hughes, Robert Frost, Edgar Allan Poe, Nathaniel Hawthorne, Kate Chopin, Amy Tan, Richard Rodriguez, and William Shakespeare. Students have a choice of novels and longer works to study, including works by Jane Austen, Charles Dickens, and Elie Wiesel.

Language Skills: In this course, students become more proficient writers and readers. In composition lessons, students analyze model essays from readers' and writers' perspectives, focusing on ideas and content, structure and organization, style, word choice, and tone. Students receive feedback during the writing process to help them work toward a polished final draft. In addition to writing formal essays, résumés, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Unit pretests identify skills to address more fully. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

Course Length: Two semesters

Materials: *Journeys in Literature: Classic and Modern; Vocabulary for Achievement, Fourth Course; Macbeth* by William Shakespeare

Prerequisites: ENG104: Honors Literary Analysis and Composition I (or equivalent) and teacher/school counselor recommendation

ENG206: Literary Analysis and Composition II (Credit Recovery)

In this course, students read classic and modern works of literature, sharpening their reading comprehension skills and analyzing important human issues. They review effective strategies for oral and written expression, grammar, usage, and mechanics. Thematic units focus on word roots, suffixes and prefixes, context clues, and other strategies that help students strengthen their vocabularies. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters

Materials: *Explorations: An Anthology of Literature, Volume B; The Miracle Worker* by William Gibson

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

ENG302: American Literature (Core)

In this genre-based course, students sharpen their reading comprehension skills and analyze important themes in classic and modern works of American literature, including short stories, poetry, drama, and novels. Students refine their skills of written expression

by writing memoirs, persuasive essays, research essays, workplace documentation, and more. They develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

Literature: Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important themes in American literature.

Language Skills: Students continue to work on their oral and written expression skills, writing a variety of essays, including memoirs, persuasive and research essays, and workplace documentation. Students plan, organize, and revise their essays in response to feedback.

Course Length: Two semesters

Materials: *Explorations: An Anthology of American Literature, Volume C*; *Our Town* by Thornton Wilder; *To Kill a Mockingbird* by Harper Lee

Prerequisites: ENG202: Literary Analysis and Composition II (or equivalent)

ENG303: American Literature (Comprehensive)

In this course, students read and analyze works of American literature from colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

Course Length: Two semesters

Materials: *Journeys in Literature: American Traditions, Volume C*; *The Great Gatsby* by F. Scott Fitzgerald; *The Glass Menagerie* by Tennessee Williams. Students will also read one selection of their choice from the following (not supplied): *The Old Man and the Sea* by Ernest Hemingway; *The House on Mango Street* by Sandra Cisneros; *A Lesson Before Dying* by Ernest Gaines; *The Red Badge of Courage* by Stephen Crane

Prerequisites: ENG203: Literary Analysis and Composition II (or equivalent)

ENG304: Honors American Literature

In this course, students read and analyze works of American literature from colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests. Students enrolled in this challenging course will also complete independent projects that deepen their understanding of the themes and ideas presented in the curriculum.

Course Length: Two semesters

Materials: *Journeys in Literature: American Traditions, Volume C*; *The Great Gatsby* by F. Scott Fitzgerald; *The Glass Menagerie* by Tennessee Williams. Students will also read one selection of their choice from the following (not supplied): *The Old Man and the Sea* by Ernest Hemingway; *The House on Mango Street* by Sandra Cisneros; *A Lesson Before Dying* by Ernest Gaines; *The Red Badge of Courage* by Stephen Crane; and two selections of their choice from the following: *Billy Budd* by Herman Melville; *A Connecticut Yankee in King Arthur's Court* by Mark Twain; *Catcher in the Rye* by J.D. Salinger; *Song of Solomon* by Toni Morrison

Prerequisites: ENG204: Honors Literary Analysis and Composition II (or equivalent) and teacher/school counselor recommendation

High



ENG306: American Literature (Credit Recovery)

Students sharpen their reading comprehension skills and analyze important themes in classic and modern works of American literature. They review effective strategies for written expression. They develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters

Materials: *Explorations: An Anthology of American Literature, Volume C*; *Our Town* by Thornton Wilder; *To Kill a Mockingbird* by Harper Lee

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

ENG402: British and World Literature (Core)

This course engages students in selections from British and world literature from the ancient world through modern times. They practice analytical writing and have opportunities for creative expression. Students also practice test-taking skills for standardized assessments in critical reading and writing.

Course Length: Two semesters

Materials: *Explorations: An Anthology of British and World Literature*

Prerequisites: ENG302: American Literature (or equivalent)

ENG403: British and World Literature (Comprehensive)

Students read selections from British and world literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students complete guided and independent writing assignments that refine their analytical skills. They have opportunities for creative expression in projects of their choice. Students also practice test-taking skills for standardized assessments in critical reading and writing.

Course Length: Two semesters

Materials: *Journeys in Literature: British and World Classics*; *Hamlet* by William Shakespeare

Prerequisites: ENG303: American Literature (or equivalent)

ENG404: Honors British and World Literature

Students read selections from British and world literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students work independently on many of their analyses and engage in creative collaboration with their peers. Students also practice test-taking skills for standardized assessments in critical reading and writing.

Course Length: Two semesters

Materials: *Journeys in Literature: British and World Classics*; *Hamlet* by William Shakespeare

Prerequisites: ENG204: Honors Literary Analysis and Composition II (or equivalent) or ENG304: Honors American Literature (or equivalent), and teacher/school counselor recommendation

ENG406: British and World Literature (Credit Recovery)

This course engages students in selections from British and world literature from the ancient world through modern times. They practice analytical writing and have opportunities for creative expression. Students also practice test-taking skills for standardized assessments in critical reading and writing. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters

Materials: *Explorations: An Anthology of British and World Literature*

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

ENG500: AP English Language and Composition

Students learn to understand and analyze complex works by a variety of authors. They explore the richness of language, including syntax, imitation, word choice, and tone. They also learn composition style and process, starting with exploration, planning, and writing. This continues with editing, peer review, rewriting, polishing, and applying what they learn to academic, personal, and professional contexts. In this equivalent of an introductory college-level survey class, students prepare for the AP Exam and for further study in communications, creative writing, journalism, literature, and composition.

Course Length: Two semesters

Materials: *The Norton Reader: An Anthology of Nonfiction*, 13th ed.; *Writing: A College Handbook*, 5th ed.

Prerequisites: ENG204: Honors Literary Analysis) and Composition II (or equivalent) or ENG304: Honors American Literature(or equivalent), and teacher/school counselor recommendation

ENG510: AP English Literature and Composition

In this course, the equivalent of an introductory college-level survey class, students are immersed in novels, plays, poems, and short stories from various periods. Students read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and discussions. The course places special emphasis on reading comprehension, structural and critical analyses of written works, literary vocabulary, and recognizing and understanding literary devices. Students prepare for the AP Exam and for further study in creative writing, communications, journalism, literature, and composition.

Course Length: Two semesters

Materials: Required (both semesters): *The Norton Anthology of Poetry*, 5th ed.; *The Story and Its Writer: An Introduction to Short Fiction*, compact 7th ed. Required (first semester): *Their Eyes Were Watching God* by Zora Neale Hurston; *Hedda Gabler* by Henrik Ibsen; *A Streetcar Named Desire* by Tennessee Williams; *Twelfth Night* by William Shakespeare Required (second semester): *The Great Gatsby* by F. Scott Fitzgerald; *Annie John* by Jamaica Kincaid; *Jane Eyre* by Charlotte Brontë

Prerequisites: ENG204: Honors Literary Analysis) and Composition II (or equivalent) or ENG304: Honors American Literature (or equivalent), and teacher/school counselor recommendation

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ENG010: Journalism (Elective)

Students are introduced to the historical importance of journalism in America. They study the basic principles of print and online journalism as they examine the role of printed news media in our society. They learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students conduct interviews, research, write, and design their own publications.

Course Length: One semester

Materials: None

Prerequisites: None

ENG020: Public Speaking (Elective)

Students are introduced to public speaking as an important component of their academic, work, and social lives. They study public speaking occasions and develop skills as fair and critical listeners, or consumers, of spoken information and persuasion. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches to diverse audiences. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They study how to incorporate well-designed visual and multimedia aids in presentations and how to maintain a credible presence in the digital world. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety.

Course Length: One semester

Materials: Student must provide a webcam and recording software

Prerequisites: None

ENG030: Creative Writing (Elective)

Students create original essays, poems, and short stories in this course, which uses two textbooks and focuses on the four-step process writing model. They read professionally written forms of creative writing as models and then integrate their impressions of these works with their personal life experiences as they compose their own writing projects. Students are encouraged to write about topics they find engaging as they practice writing on the following themes: narration, definition, process analysis, cause and effect, and comparison/contrast. After students turn in each assignment, the teacher supplies detailed suggestions for revision. This feedback helps students learn how to improve their self-expression and self-editing skills.

Course Length: Two semesters

Materials: None

Prerequisites: None

OTH036: Gothic Literature (Elective)

Since the eighteenth century, Gothic tales have influenced fiction writers and fascinated readers. This course focuses on the major themes found in Gothic literature and demonstrates how the core writing drivers produce a suspenseful environment for

readers. It presents some of the recurring themes and elements found in the genre. As they complete the course, students gain an understanding of and an appreciation for the complex nature of Gothic literature.

Course Length: One semester

Materials: None

Prerequisites: None

MTH001: Math Foundations I (Remediation)

Students build and reinforce foundational math skills typically found in third through fifth grade for which they have not achieved mastery. They progress through carefully paced, guided instruction and engaging interactive practice. If needed, students can move on to Math Foundations II (addressing skills typically found in sixth through eighth grade) to further develop the computational skills and conceptual understanding needed to undertake high school math courses with confidence.

Course Length: Two semesters

Materials: None

Prerequisites: Teacher/school counselor recommendation

MTH011: Math Foundations II (Remediation)

Students build and reinforce foundational math skills typically found in sixth through eighth grade, achieving the computational skills and conceptual understanding needed to undertake high school math courses with confidence. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. This course is appropriate for use as remediation at the high school level or as a bridge to high school.

Course Length: Two semesters

Materials: None

Prerequisites: Teacher/school counselor recommendation; MTH001: Math Foundations I is not required

MTH322: Consumer Math (Core)

In Consumer Math, students study and review arithmetic skills they can apply in their personal lives and in their future careers. The first semester of the course begins with a focus on occupational topics; it includes details on jobs, wages, deductions, taxes, insurance, recreation and spending, and transportation. In the second semester, students learn about personal finances, checking and savings accounts, loans and buying on credit, automobile expenses, and housing expenses. Narrated slideshows help illustrate some of the more difficult content. Throughout the course, students participate in online discussions with each other and their teacher.

Course Length: Two semesters

Materials: None

Prerequisites: None

High



MTH112: Pre-Algebra (Core)

In this course, students learn computational and problem-solving skills and the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and explain strategies for solving real-world problems. The textbook provides students with a ready reference and explanations that supplement the online material. Online lessons provide demonstrations of concepts, as well as interactive problems with contextual feedback.

Course Length: Two semesters

Materials: *Pre-Algebra: A Reference Guide and Problem Sets*

Prerequisites: K¹² Middle School Fundamentals of Geometry and Algebra, or MTH011-APL: Math Foundations II (or equivalents)

Note: Students who have already succeeded in K¹² Middle School Pre-Algebra or Intermediate Mathematics C should not enroll in this course.

MTH113: Pre-Algebra (Comprehensive)

In this course, students take a broader look at computational and problem-solving skills while learning the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and explain strategies for solving real-world problems. Online lessons provide demonstrations of key concepts as well as interactive problems with contextual feedback. A textbook supplements the online material.

Course Length: Two semesters

Materials: *Pre-Algebra: A Reference Guide and Problem Sets*

Prerequisites: K¹² Middle School Fundamentals of Geometry and Algebra (or equivalent)

Note: Students who have already succeeded in K¹² Middle School Pre-Algebra or Intermediate Mathematics C should not enroll in this course.

MTH116: Pre-Algebra (Credit Recovery)

In this course, students review computational and problem-solving skills and the language of algebra. Topics include mathematical expressions; geometric figures; percentages, ratios, and proportions; graphs for equations and inequalities; statistical measures and probabilities; the Pythagorean theorem; and strategies for solving world problems. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters

Materials: *Pre-Algebra: A Reference Guide and Problem Sets*

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

MTH107: Developmental Algebra (Core)

This is the first course in a two-year algebra sequence that concludes with Continuing Algebra. In this course, students begin to explore the tools and principles of algebra.

Students learn to identify the structure and properties of the real number system; complete operations with integers and other rational numbers; work with square roots and irrational numbers; graph linear equations; solve linear equations and inequalities in one variable; and solve systems of linear equations. Sophisticated virtual manipulatives and online graphing tools help students visualize algebraic relationships. Developmental Algebra covers fewer topics than a one-year algebra course, providing students with more time to learn and practice key concepts and skills. After completing Developmental Algebra, students will be prepared to take Continuing Algebra.

Course Length: Two semesters

Materials: *Algebra I: A Reference Guide and Problem Sets*

Prerequisites: MTH112: Pre-Algebra (or equivalent)

MTH207: Continuing Algebra (Core)

This is the second course in a two-year algebra sequence. In this course, students build on what they learned in Developmental Algebra to complete their knowledge of all topics associated with a deep understanding of Algebra I. They learn about relations and functions, radicals and radical expressions, polynomials and their graphs, factoring expressions and using factoring to solve equations, solving quadratics, rational expressions, and logic and reasoning.

Course Length: Two semesters

Materials: *Algebra I: A Reference Guide and Problem Sets*

Prerequisites: MTH107: Developmental Algebra (or equivalent)

MTH122: Algebra I (Core)

In this course, students explore the tools of algebra. Students learn to identify the structure and properties of the real number system; complete operations with integers and other rational numbers; work with square roots and irrational numbers; graph linear equations; solve linear equations and inequalities in one variable; solve systems of linear equations; use ratios, proportions, and percentages to solve problems; use algebraic applications in geometry, including the Pythagorean theorem and formulas for measuring area and volume; complete an introduction to polynomials; and understand logic and reasoning.

Course Length: Two semesters

Materials: *Algebra I: A Reference Guide and Problem Sets*

Prerequisites: MTH112: Pre-Algebra (or equivalent)

Note: Students who have already succeeded in K¹² Middle School Algebra I should not enroll in this course.

MTH123: Algebra I (Comprehensive)

Students develop algebraic fluency by learning the skills needed to solve equations and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Topics include simplifying expressions involving variables, fractions, exponents, and radicals; working with integers, rational numbers, and irrational numbers; graphing and solving equations and inequalities; using factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulating valid mathematical arguments using various types of reasoning; and translating word problems into

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mathematical equations and then using the equations to solve the original problems. Compared to MTH122, this course has a more rigorous pace and more challenging assignments and assessments. It covers additional topics, including translating functions, higher degree roots, and more complex factoring techniques.

Course Length: Two semesters

Materials: *Algebra I: A Reference Guide and Problem Sets*

Prerequisites: K¹² Pre-Algebra, MTH113: Pre-Algebra (or equivalent)

Note: Students who have already succeeded in K¹² Middle School Algebra I should not enroll in this course.

MTH124: Honors Algebra I

This course prepares students for more advanced courses while they develop algebraic fluency, learn the skills needed to solve equations, and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Topics include simplifying expressions involving variables, fractions, exponents, and radicals; working with integers, rational numbers, and irrational numbers; graphing and solving equations and inequalities; using factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulating valid mathematical arguments using various types of reasoning; and translating word problems into mathematical equations and then using the equations to solve the original problems. This course includes all the topics in MTH123, but includes more challenging assignments and optional challenge activities. Each semester also includes an independent honors project.

Course Length: Two semesters

Materials: *Algebra I: A Reference Guide and Problem Sets*

Prerequisites: Success in previous math course and teacher/school counselor recommendation

Note: Students who have already succeeded in K¹² Middle School Algebra I should not enroll in this course.

MTH126: Algebra I (Credit Recovery)

In this course, students review the tools of algebra. Topics include the structure and properties of real numbers; operations with integers and other rational numbers; square roots and irrational numbers; linear equations; ratios, proportions, and percentages; the Pythagorean theorem; polynomials; and logic and reasoning. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters

Materials: *Algebra I: A Reference Guide and Problem Sets*

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

MTH148: Integrated Mathematics I

This first-year high school integrated math course focuses on linear and simple exponential models. The course contrasts linear behavior with exponential behavior, and uses both linear and simple exponential equations as models. Students learn about and

work extensively with functions—analyzing function properties and behavior, creating new functions from known functions, and applying functions to various continuous and discrete situations. The statistics in the course focus on modeling. Topics in geometry include constructions, transformations, similarity, and congruence, and students use the Pythagorean theorem in analytic geometry contexts.

Course Length: Two semesters

Materials: *Integrated Mathematics I: A Reference Guide and Problem Sets*

Prerequisites: K¹² Intermediate Mathematics C or MTH113: Pre-Algebra (or equivalent)

MTH202: Geometry (Core)

Students learn to recognize and work with core geometric concepts in various contexts. They develop sound ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry, as well as a solid, basic understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; and the use of transformations.

Course Length: Two semesters

Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler

Prerequisites: MTH122: Algebra I (or equivalent)

MTH203: Geometry (Comprehensive)

In this comprehensive course, students are challenged to recognize and work with geometric concepts in various contexts. They build on ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry. They develop deeper understandings of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; the use of transformations; and non-Euclidean geometries.

Course Length: Two semesters

Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler

Prerequisites: MTH123: Algebra I (or equivalent)

MTH204: Honors Geometry

Students work with advanced geometric concepts in various contexts. They build in-depth ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry. They also develop a sophisticated understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; the use of transformations; and non-Euclidean geometries. Students work on additional challenging assignments, assessments, and research projects.

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Course Length: Two semesters

Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler

Prerequisites: MTH123: Algebra I or MTH124: Honors Algebra I (or equivalent) and teacher/school counselor recommendation

MTH206: Geometry (Credit Recovery)

Students review core geometric concepts as they develop sound ideas of inductive and deductive reasoning, logic, concepts, and techniques and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics include points, lines, and angles; triangles, polygons, and circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; and the use of transformations. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters

Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

MTH248: Integrated Mathematics II

Integrated Mathematics II, a second-year high school math course, focuses on extending the number system to include irrational and complex numbers, as well as computation with quadratic polynomials. The course continues with quadratic expressions, equations, and functions, including making comparisons to their linear and exponential counterparts, covered in MTH148: Integrated Mathematics I. The course also introduces conditional probability as a way to make better decisions when given limited information. Geometry topics include similarity, right triangle trigonometry, and volume. Students use the tools of analytic geometry, synthesizing algebra and geometry concepts, to describe circles and parabolas in the coordinate plane.

Course Length: Two semesters

Materials: *Integrated Mathematics II: A Reference Guide and Problem Sets*

Prerequisites: MTH148: Integrated Mathematics I (or equivalent)

MTH302: Algebra II (Core)

This course builds upon algebraic concepts covered in Algebra I. Students solve open-ended problems and learn to think critically. Topics include conic sections; functions and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis.

Course Length: Two semesters

Materials: *Algebra II: A Reference Guide and Problem Sets*; Texas Instruments T1-84

Plus graphing calculator is recommended

Prerequisites: MTH122: Algebra I and MTH202: Geometry (or equivalent)

MTH303: Algebra II (Comprehensive)

This course builds upon algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving

open-ended problems and thinking critically. Topics include conic sections; functions and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis.

Course Length: Two semesters

Materials: *Algebra II: A Reference Guide and Problem Sets*; Texas Instruments T1-84 Plus graphing calculator is recommended

Prerequisites: MTH123: Algebra I and MTH203: Geometry (or equivalents)

MTH304: Honors Algebra II

This course builds upon advanced algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include functions and their graphs; quadratic functions; complex numbers, and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; probability; statistics; and conic sections. Students work on additional challenging assignments, assessments, and research projects.

Course Length: Two semesters

Materials: *Algebra II: A Reference Guide and Problem Sets*; Texas Instruments T1-84 Plus graphing calculator is recommended

Prerequisites: MTH123 or MTH124: Honors Algebra I and MTH203 or MTH204: Honors Geometry (or equivalents), and teacher/school counselor recommendation

MTH306: Algebra II (Credit Recovery)

This course builds upon algebraic concepts covered in Algebra I. Students solve open-ended problems and learn to think critically. Topics include conic sections; functions and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students review rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters

Materials: *Algebra II: A Reference Guide and Problem Sets*; Texas Instruments T1-84 Plus graphing calculator is recommended

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

MTH307: Practical Math (Core)

In this course, students use math to solve real-world problems—and real-world problems to solidify their understanding of key mathematical topics. Data analysis, math modeling, and personal finance are key themes in this course. Specific topics of study include statistics, probability, graphs of statistical data, regression, finance, and budgeting. In addition, students learn how to use several mathematical models involving algebra and geometry to solve problems. Proficiency is measured through frequent online and offline assessments, as well as class participation. Units focused on projects also allow students to apply and extend their math skills in real-world cases.

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Course Length: Two semesters

Materials: *Practical Math: A Reference Guide and Problem Sets*

Prerequisites: Algebra I and Geometry

MTH348: Integrated Mathematics II

In this third-year high school math course, students encounter unified instruction reviewing and expanding all previous high school math topics. First, they extend their work on polynomials beyond quadratics to graphing, problem solving, and working with rational expressions. Next, they use statistical and probability tools, such as the standard normal distribution, to understand data. Students make inferences using simulations, experiments, and surveys. In geometry, they extend trigonometric concepts to general triangles and use trigonometric functions to model periodic processes. Finally, students substantially use mathematical modeling by making use of well-developed skills with various mathematical tools.

Course Length: Two semesters

Materials: *Integrated Mathematics III: A Reference Guide and Problem Sets*

Prerequisites: MTH248: Integrated Mathematics II (or equivalent)

MTH403: Pre-Calculus/Trigonometry (Comprehensive)

Pre-calculus weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics include linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections in the first semester. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Cross-curricular connections are made throughout the course to calculus, art, history, and a variety of other fields related to mathematics.

Course Length: Two semesters

Materials: Texas Instruments T1-84 Plus graphing calculator is recommended

Prerequisites: MTH203: Geometry and MTH303: Algebra II (or equivalents)

MTH413: Probability and Statistics (Comprehensive)

Students learn counting methods, probability, descriptive statistics, graphs of data, the normal curve, statistical inference, and linear regression. Proficiency is measured through

frequent online and offline assessments, as well as asynchronous discussions. Problem-solving activities provide an opportunity for students to demonstrate their skills in real world situations.

Course Length: One semester

Materials: *Probability and Statistics: A Reference Guide and Problem Sets*

Prerequisites: MTH 302: Algebra II (or equivalent)

MTH433: Calculus (Comprehensive)

This course provides a comprehensive survey of differential and integral calculus concepts, including limits, derivative and integral computation, linearization, Riemann sums, the fundamental theorem of calculus, and differential equations. Content is presented across ten units and covers various applications, including graph analysis, linear motion, average value, area, volume, and growth and decay models. In this course students use an online textbook, which supplements the instruction they receive and provides additional opportunities to practice using the content they've learned. Students will use an embedded graphing calculator applet (GCalc) for their work on this course; the software for the applet can be downloaded at no charge.

Course Length: Two semesters

Materials: Java is needed for the embedded graphing calculator applet (GCalc)

Prerequisites: MTH403: Pre-Calculus/Trigonometry (or equivalent)

MTH500: AP Calculus AB

This course is the equivalent of an introductory college-level calculus course. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. Students learn to evaluate the soundness of proposed solutions and apply mathematical reasoning to real-world models. Students also learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Students prepare for the AP Exam and further studies in science, engineering, and mathematics.

Course Length: Two semesters

Materials: *Calculus of a Single Variable, AP Edition* (9th ed.), Larson, Ron, and Bruce H. Edwards; Texas Instruments T1-84 Plus graphing calculator is recommended

Prerequisites: MTH204: Honors Geometry, MTH304: Honors Algebra II, MTH403: Pre-Calculus/Trigonometry (or equivalents), and teacher/school counselor recommendation

MTH510: AP Statistics

This course is the equivalent of an introductory college-level course. Statistics—the art of drawing conclusions from imperfect data and the science of real-world uncertainties—plays an important role in many fields. Students collect, analyze, graph, and interpret real-world data. They learn to design and analyze research studies by reviewing and evaluating examples from real research. Students prepare for the AP Exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.

Course Length: Two semesters

Materials: Texas Instruments T1-84 Plus graphing calculator is recommended

Prerequisites: MTH304: Honors Algebra II (or equivalent) and teacher/school counselor recommendation

MTH520: AP Calculus BC

This course is the equivalent of an introductory college-level calculus course. In this course, students study functions, limits, derivatives, integrals, and infinite series. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. Students learn to evaluate the soundness

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of proposed solutions and apply mathematical reasoning to real-world models. Students also learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Students prepare for the AP Exam and further studies in science, engineering, and mathematics.

Course Length: Two semesters

Materials: *Calculus of a Single Variable, AP Edition* (9th ed.), Larson, Ron, and Bruce H. Edwards; Texas Instruments T1-84 Plus graphing calculator is recommended

Prerequisites: MTH204: Honors Geometry, MTH304: Honors Algebra II, MTH403: Pre-Calculus/Trigonometry (or equivalents), and teacher/school counselor recommendation

SCI102: Physical Science (Core)

Students explore the relationship between matter and energy by investigating force and motion, the structure of atoms, the structure and properties of matter, chemical reactions, and the interactions of energy and matter. Students develop skills in measuring, solving problems, using laboratory apparatuses, following safety procedures, and adhering to experimental procedures. Students focus on inquiry-based learning, with both hands-on laboratory investigations and virtual laboratory experiences.

Course Length: Two semesters

Materials: *Physical Science: A Laboratory Guide*

Prerequisites: K¹² Middle School Physical Science (or equivalent)

SCI106: Physical Science (Credit Recovery)

Students explore the relationship between matter and energy by investigating force and motion, the structure of atoms, the structure and properties of matter, chemical reactions, and the interactions of energy and matter. They review strategies for describing and measuring scientific concepts. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters

Materials: None

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

SCI112: Earth Science (Core)

This course provides students with a solid earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of online lessons, an associated reference book, collaborative activities, virtual laboratories, and hands-on laboratories students can conduct at home. The course provides a base for further studies in geology, meteorology, oceanography, and astronomy, and gives practical experience in implementing scientific methods.

Course Length: Two semesters

Materials: *Earth Science: A Reference Guide*

Prerequisites: K¹² Middle School Earth Science (or equivalent)

SCI113: Earth Science (Comprehensive)

This course provides students with a comprehensive earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of in-depth online lessons, an associated reference book, collaborative activities, virtual laboratories, and hands-on laboratories students can conduct at home. The course prepares students for further studies in geology, meteorology, oceanography, and astronomy courses, and gives them practical experience in implementing scientific methods.

Course Length: Two semesters

Materials: *Earth Science: A Reference Guide*

Prerequisites: K¹² Middle School Life Science (or equivalent)

SCI114: Honors Earth Science

This challenging course provides students with an honors-level earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of online lessons, an associated reference book, collaborative activities, and hands-on laboratories students can conduct at home. The course prepares students for advanced studies in geology, meteorology, oceanography, and astronomy courses, and gives them more sophisticated experience in implementing scientific methods. Additional honors assignments include debates, research papers, extended collaborative laboratories, and virtual laboratories.

Course Length: Two semesters

Materials: *Earth Science: A Reference Guide*

Prerequisites: K¹² Middle School Life Science (or equivalent), success in previous science course, and teacher/school counselor recommendation

SCI116: Earth Science (Credit Recovery)

This course provides students with a solid earth science curriculum. Students learn how the earth works, how it changes, and its place in the universe. They become familiar with the terminology, concepts, and practical applications of earth science and explore topics in geology, meteorology, oceanography, astronomy, and scientific methods. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters

Materials: *Earth Science: A Reference Guide*

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

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SCI202: Biology (Core)

In this course, students focus on the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of online lessons, including extensive animations, an associated reference book, collaborative activities, virtual laboratories, and hands-on laboratory experiments students can conduct at home.

Course Length: Two semesters

Materials: *Biology: A Reference Guide*

Prerequisites: K¹² Middle School Life Science (or equivalent)

SCI203: Biology (Comprehensive)

In this comprehensive course, students investigate the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of in-depth online lessons, including extensive animations, an associated reference book, collaborative explorations, virtual laboratories, and hands-on laboratory experiments students can conduct at home.

Course Length: Two semesters

Materials: *Biology: A Reference Guide*

Prerequisites: K¹² Middle School Life Science (or equivalent)

SCI204: Honors Biology

This course provides students with a challenging honors-level biology curriculum, focusing on the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of advanced online lessons, including extensive animations, an associated reference book, collaborative explorations, and hands-on laboratory experiments students can conduct at home. Honors activities include debates, research papers, extended collaborative laboratories, and virtual laboratories.

Course Length: Two semesters

Materials: *Biology: A Reference Guide*

Prerequisites: K¹² Middle School Life Science (or equivalent), success in previous science course, and teacher/school counselor recommendation

SCI206: Biology (Credit Recovery)

Topics include the scientific method, characteristics of living things, energy, organic compounds, and water. Students review the structure and function of living things, the cell, genetics, DNA, RNA, and proteins. They review evolution and natural selection; digestive, respiratory, nervous, reproductive, and muscular systems; and ecology and the environment. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters

Materials: *Biology: A Reference Guide*

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

SCI302: Chemistry (Core)

This course surveys all key areas of chemistry, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry. The course includes direct online instruction, virtual laboratories, and related assessments, used with a problem-solving book.

Course Length: Two semesters

Materials: *Chemistry: Problems and Solutions*

Prerequisites: K¹² Middle School Physical Science or SCI102: Physical Science and satisfactory grasp of algebra basics, evidenced by success in MTH122: Algebra I (or equivalent)

SCI303: Chemistry (Comprehensive)

This comprehensive course gives students a solid basis to move on to future studies. The course provides an in-depth survey of all key areas, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry. The course includes direct online instruction, virtual laboratories, and related assessments, used with a problem-solving book.

Course Length: Two semesters

Materials: *Chemistry: Problems and Solutions*

Prerequisites: Satisfactory completion of either K¹² Middle School Physical Science or SCI102: Physical Science and solid grasp of algebra basics, evidenced by success in MTH122: Algebra I (or equivalents)

SCI304: Honors Chemistry

This advanced course gives students a solid basis to move on to more advanced courses. The challenging course surveys all key areas, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry, enhanced with challenging model problems and assessments. Students complete community-based written research projects, treat aspects of chemistry that require individual research and reporting, and participate in online threaded discussions.

Course Length: Two semesters

Materials: *Chemistry: Problems and Solutions*

Prerequisites: Success in previous science course, MTH123 or MTH124: Honors Algebra I (or equivalents), and teacher/school counselor recommendation

SCI306: Chemistry (Credit Recovery)

Students review concepts of matter, energy, the metric system, and the scientific method. Other topics include the atom; the periodic table; ionic and covalent bonds; chemical reactions; stoichiometry; gases, liquids, and solids; solutions; and acids and bases. Students review chemical thermodynamics; reaction rates and system equilibria; electrochemical processes; organic chemistry and biochemistry; and nuclear chemistry. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

High



Course Length: Two semesters

Materials: *Chemistry: Problems and Solutions*

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

SCI403: Physics (Comprehensive)

This course provides a comprehensive survey of all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, and magnetism, and introduces students to modern physics topics such as quantum theory and the atomic nucleus. The course gives students a solid basis to move on to more advanced courses later in their academic careers. The program consists of online instruction, virtual laboratories, and related assessments, plus an associated problem-solving book.

Course Length: Two semesters

Materials: *Physics: Problems and Solutions*

Prerequisites: MTH303: Algebra II and MTH403: Pre-Calculus/Trigonometry (or equivalents) (MTH403 strongly recommended as a prerequisite, but this course may instead be taken concurrently with SCI403)

SCI404: Honors Physics

This advanced course surveys all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, and magnetism, and introduces students to modern physics topics such as quantum theory and the atomic nucleus. Additional honors assignments include debates, research papers, extended collaborative laboratories, and virtual laboratories. The course gives a solid basis for moving on to more advanced college physics courses. The program consists of online instruction, virtual laboratories, and related assessments, plus an associated problem-solving book.

Course Length: Two semesters

Materials: *Physics: Problems and Solutions*

Prerequisites: MTH303: Algebra II or MTH304: Honors Algebra II and MTH403: Pre-Calculus/Trigonometry (MTH403 strongly recommended as a prerequisite, but this course may instead be taken concurrently with SCI404), and teacher/school counselor recommendation

SCI500: AP Biology

This course guides students to a deeper understanding of biological concepts, including the diversity and unity of life, energy and the processes of life, homeostasis, and genetics. Students learn about regulation, communication, and signaling in living organisms, as well as interactions of biological systems. Students carry out a number of learning activities, including readings, interactive exercises, extension activities, hands-on laboratory experiments, and practice assessments. These activities are designed to help students gain an understanding of the science process and critical-thinking skills necessary to answer questions on the AP Biology Exam. The content aligns to the sequence of topics recommended by the College Board.

Course Length: Two semesters

Materials: Common household materials for labs

Prerequisites: SCI204: Honors Biology, SCI304: Honors Chemistry, MTH124: Honors Algebra I (or equivalents), and teacher/school counselor recommendation required; success in MTH304: Honors Algebra II highly recommended

SCI510: AP Chemistry

Students solve chemical problems by using mathematical formulation principles and chemical calculations in addition to laboratory experiments. They build on their general understanding of chemical principles and engage in a more in-depth study of the nature and reactivity of matter. Students focus on the structure of atoms, molecules, and ions, and then go on to analyze the relationship between molecular structure and chemical and physical properties. To investigate this relationship, students examine the molecular composition of common substances and learn to transform them through chemical reactions with increasingly predictable outcomes. Students prepare for the AP Exam. The course content aligns to the sequence of topics recommended by the College Board.

Course Length: Two semesters

Materials: Jespersen, Neil D., Brady, James E., and Hyslop, Alison. *Chemistry: The Molecular Nature of Science*. New York: John Wiley & Sons. 2011; 6th edition; other editions acceptable

Prerequisites: SCI304: Honors Chemistry and MTH304: Honors Algebra II (or equivalents), and teacher/school counselor recommendation

SCI530: AP Environmental Science

Students examine the natural world's interrelationships in AP Environmental Science. During this two-semester course, they identify and analyze environmental problems and their effects and evaluate the effectiveness of proposed solutions. They learn to think like environmental scientists as they make predictions based on observations, write hypotheses, design and complete field studies and experiments, and reach conclusions based on the analysis of resulting data. Students apply the concepts of environmental science to their everyday experiences, current events, and issues in science, politics, and society. The course provides opportunities for guided inquiry and student-centered learning that build critical thinking skills. Prerequisites for enrollment include two years of prior coursework in laboratory sciences (Biology, Chemistry, Earth Science, or Physics).

Course Length: Two semesters

Materials: *Living in the Environment*, 17th edition; *AP Environmental Science Lab Kit*

Prerequisites: Success in two years of laboratory sciences in the following (or equivalents): usually SCI204 or SCI500 (AP): Biology, or Life Science, and either SCI304 or SCI510 (AP): Chemistry or SCI404 or SCI520 (AP): Physics; and MTH124: Honors Algebra I; SCI114: Honors Earth Science is recommended, and teacher/school counselor recommendation

SCI010: Environmental Science (Elective)

This course surveys key topic areas, including the application of scientific process to environmental analysis; ecology; energy flow; ecological structures; earth systems; and atmospheric, land, and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment. Students explore actual case studies and conduct five hands-on,

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unit-long research activities, learning that political and private decisions about the environment and the use of resources require accurate application of scientific processes, including proper data collection and responsible conclusions.

Course Length: One semester

Materials: None

Prerequisites: Success in previous high school science course and teacher/school counselor recommendation

SCI030: Forensic Science (Elective)

This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Through online lessons, virtual and hands-on labs, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions.

Course Length: One semester

Materials: None

Prerequisites: Successful completion of at least two years of high school science, including SCI203: Biology (or equivalent); SCI303: Chemistry is highly recommended

OTH032: Astronomy (Elective)

Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe. This course introduces students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students examine the life cycle of stars, the properties of planets, and the exploration of space.

Course Length: One semester

Materials: None

Prerequisites: None

HST102: World History (Core)

In this survey of world history from prehistoric to modern times, students focus on the key developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement *World History: Our Human Story*, a textbook written and published by K¹². Students

analyze primary sources and maps, create timelines, and complete other projects—practicing historical thinking and writing skills as they explore the broad themes and big ideas of human history.

Course Length: Two semesters

Materials: *World History: Our Human Story*

Prerequisites: K¹² Middle School American History A, World History A or World History B (or equivalents)

HST103: World History (Comprehensive)

In this comprehensive survey of world history from prehistoric to modern times, students focus in depth on the developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement *World History: Our Human Story*, a textbook written and published by K¹². Students are challenged to consider topics in depth as they analyze primary sources and maps, create timelines, and complete other projects—practicing historical thinking and writing skills as they explore the broad themes and big ideas of human history.

Course Length: Two semesters

Materials: *World History: Our Human Story*

Prerequisites: K¹² Middle School American History A, World History A or World History B (or equivalents)

HST104: Honors World History

In this challenging survey of world history from prehistoric to modern times, students focus in-depth on the developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement *World History: Our Human Story*, a textbook written and published by K¹². Students are challenged to consider topics in depth as they analyze primary sources and maps, create timelines, and complete other projects—practicing advanced historical thinking and writing skills as they explore the broad themes and big ideas of human history. Students complete an independent honors project each semester.

Course Length: Two semesters

Materials: *World History: Our Human Story*

Prerequisites: K¹² Middle School American History A, World History A or World History B (or equivalents)

HST106: World History (Credit Recovery)

This course traces the development of civilizations around the world from prehistory to the present, with a special emphasis on key periods and primary sources. The course covers major events in world history, including the development and influence of human-geographic relationships, political and social structures, economics, science and technology, and the arts. Students investigate the major religions and belief systems

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throughout history and learn about the importance of trade and cultural exchange. Other topics include the development of agriculture, the spread of democracy, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the twentieth century. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters

Materials: *World History: Our Human Story*

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

HST202: Modern World Studies (Core)

Students trace the history of the world from approximately 1870 to the present. They begin with a look back at events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course Length: Two semesters

Materials: *The Human Odyssey, Volume 3*

Prerequisites: K¹² Middle School Intermediate World History A and B (or equivalents)

HST203: Modern World Studies (Comprehensive)

In this comprehensive course, students follow the history of the world from approximately 1870 to the present. They begin with a study of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice sophisticated skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course Length: Two semesters

Materials: *The Human Odyssey, Volume 3*

Prerequisites: K¹² Middle School Intermediate World History A and B (or equivalents)

HST204: Honors Modern World Studies

In this advanced course, students investigate the history of the world from approximately 1870 to the present. They begin with an analysis of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied

it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students undertake an in-depth examination of both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore advanced topics in physical and human geography, and investigate issues of concern in the contemporary world. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting research. Students complete independent projects each semester.

Course Length: Two semesters

Materials: *The Human Odyssey, Volume 3*

Prerequisites: K¹² Middle School Intermediate World History A and B (or equivalents), success in previous social studies course, and teacher/school counselor recommendation.

HST206: Modern World Studies (Credit Recovery)

Students review the history of the world from approximately 1870 to the present. The course begins with a look back at events leading up to 1914, including the Second Industrial Revolution and imperialism. Their focus then shifts to the contemporary era, including the world wars, the Great Depression, and global Cold War tensions. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters

Materials: *The Human Odyssey, Volume 3*

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

HST213: Geography (Comprehensive)

This course explores world geography on a region-by-region basis and covers a broad range of geographical perspectives. Each unit covers one continent or other major geographical region of the world. Units include North America, Central America, South America, Western Europe, Eastern Europe and Russia, East Asia, Southeast Asia and the Pacific Cultures, Africa, India, and the Middle East. Students first learn about each region's landforms, climate, and population. They then examine that region's cultural, economic, and political institutions. Each unit is presented in a parallel format to facilitate interregional comparisons and allow students to see the similarities and differences between the regions more clearly.

Course Length: Two semesters

Materials: Students will need to download Google Earth

Prerequisites: None

HST216: Geography (Credit Recovery)

This course examines a broad range of geographical perspectives covering all of the major regions of the world. Students clearly see the similarities and differences among the regions as they explore the locations and physical characteristics, including absolute and relative location, climate, and significant geographical features. They look at each region from cultural, economic, and political perspectives, and closely examine the

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human impact on each region. Students take diagnostic tests that assess their current knowledge and generate individualized study plans, so students can focus on topics that need review. Audio readings and vocabulary lists in English and Spanish support reading comprehension.

Course Length: Two semesters

Materials: None

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

HST302: U.S. History (Core)

This course is a full-year survey that provides students with a view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K¹²'s *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course Length: Two semesters

Materials: *The American Odyssey: A History of the United States*

Prerequisites: K¹² Middle School Intermediate World History B or HST102: World History (or equivalents)

HST303: U.S. History (Comprehensive)

This course is a full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K¹²'s *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating time lines, completing projects and written assignments, and conducting independent research.

Course Length: Two semesters

Materials: *The American Odyssey: A History of the United States*

Prerequisites: HST103: World History or HST203: Modern World Studies (or equivalents)

HST304: Honors U.S. History

This course is a challenging full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K¹²'s *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.

Course Length: Two semesters

Materials: *The American Odyssey: A History of the United States*

Prerequisites: HST103 or HST104: Honors World History: World History, or HST204: Honors Modern World Studies (or equivalents), and teacher/school counselor recommendation

HST306: U.S. History (Credit Recovery)

Students review the rise of European nations and the Age of Exploration; the founding of the American colonies; the American Revolution; and the Declaration of Independence, the Articles of Confederation, and the Constitution. Other topics include the Civil War, migration across the Great Plains, immigration to American shores, and the rise of new ways of manufacturing. Students review the early years of the modern age and the rise of modern cities and our modern political system; the world wars; the Depression and the New Deal; the Cold War; Vietnam; the opposing ideologies of conservatives and liberals; September 11; and the resultant changes in American world and domestic policies. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters

Materials: *The American Odyssey: A History of the United States*

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

HST312: Modern U.S. History (Core)

This course is a full-year survey that provides students with a view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K¹²'s *The American Odyssey: A History of the United States*. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course Length: Two semesters

Materials: *The American Odyssey: A History of the United States*

Prerequisites: K¹² Middle School American History A and American History B (or equivalents)

HST313: Modern U.S. History (Comprehensive)

This course is a full-year survey that provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K¹²'s *The American Odyssey: A History of the United States*. Online lessons help students organize study, explore topics in-depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course Length: Two semesters

Materials: *The American Odyssey: A History of the United States*

Prerequisites: K¹² Middle School American History A and American History B (or equivalents)

HST314: Honors Modern U.S. History

This course is a challenging full-year survey that provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K¹²'s *The American Odyssey: A History of the United States*. Online lessons help students organize study, explore topics in depth,

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review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.

Course Length: Two semesters

Materials: *The American Odyssey: A History of the United States*

Prerequisites: K¹² Middle School American History A and American History B (or equivalents) and teacher/school counselor recommendation

HST316: Modern U.S. History (Credit Recovery)

Students review American history from the industrial revolution of the late nineteenth century to recent events. They review how the American system of government works under the United States Constitution; federalism; settlement of the Great American West; issues of immigration and urban life; and the hopes, demands, and challenges African-Americans and women faced as they sought equality. Other topics include the world wars; the American Dream; the Civil Rights movement; Vietnam; Watergate; Reaganomics; the collapse of the Soviet Union; immigration trends; the Clinton years; and the new millennium. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters

Materials: *The American Odyssey: A History of the United States*

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

HST402: U.S. Government and Politics (Core)

This course uses the perspective of political institutions to explore government history, organization, and functions. Students encounter the political culture of our country from the Declaration of Independence to the present day, gaining insight into the challenges faced by presidents, members of Congress, and other political participants. The course also covers the roles of political parties, interest groups, the media, and the Supreme Court. Students learn to use primary historical documents as evidence in evaluating past events and government functions.

Course Length: One semester

Materials: None

Prerequisites: HST302: U.S. History (or equivalent) is recommended, but not required

HST403: U.S. Government and Politics (Comprehensive)

This course studies the history, organization, and functions of the United States government. Beginning with the Declaration of Independence and continuing through to the present day, students explore the relationship between individual Americans and our governing bodies. Students take a close look at the political culture of our country and gain insight into the challenges faced by citizens, elected government officials, political activists, and others. Students also learn about the roles of political parties, interest groups, the media, and the Supreme Court, and discuss their own views on current political issues.

Course Length: One semester

Materials: None

Prerequisites: HST303: U.S. History (or equivalent) is recommended, but not required

HST406: American Government (Credit Recovery)

This one-semester credit recovery course covers the historical backgrounds, governing principles, and institutions of the government of the United States. The focus is on the principles and beliefs that the United States was founded on and on the structure, functions, and powers of government at the national, state, and local levels. In American Government, students examine the principles of popular sovereignty, separation of powers, checks and balances, republicanism, federalism, and individual rights. They also learn about the roles of individuals and groups in the American political system. Students compare the American system of government with other modern systems and assess the strengths and problems associated with the American version.

Course Length: One semester

Materials: None

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

HST412: U.S. and Global Economics (Core)

This course in economic principles uses real-world simulations to teach the issues faced by producers, consumers, investors, and taxpayers in the U.S. and around the world. Topics include markets; supply and demand; theories of early economic thinkers; theories of value; money; the role of banks, investment houses, and the Federal Reserve; and other fundamental features of capitalism. A survey of current issues in American and global markets rounds out the course.

Course Length: One semester

Materials: None

Prerequisites: HST402: U.S. Government and Politics (or equivalent) is recommended, but not required

HST413: U.S. and Global Economics (Comprehensive)

In this course on economic principles, students explore choices they face as producers, consumers, investors, and taxpayers. Students apply what they learn to real-world simulation problems. Topics of study include markets from historic and contemporary perspectives; supply and demand; theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; money (what it is, how it evolved, the role of banks, investment houses, and the Federal Reserve); Keynesian economics; how capitalism functions, focusing on productivity, wages, investment, and growth; issues of capitalism, such as unemployment, inflation, and the national debt; and a survey of markets in such areas as China, Europe, and the Middle East.

Course Length: One semester

Materials: None

Prerequisites: HST403: U.S. Government and Politics (or equivalent) is recommended, but not required

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HST416: Economics (Credit Recovery)

In this one-semester credit recovery course, students gain a basic understanding of economics. The course uses real-world economic applications to help students better grasp a range of economic concepts, including macro- and microeconomic concepts. The course covers the American free enterprise system and addresses how this system affects the global economy. Students learn how to think like economists as they study economic principles and different economic systems. They analyze and interpret data to understand the laws of supply and demand. Examining the world of business, money, banking, and finance helps students understand how economics is applied both domestically and globally.

Course Length: One semester

Materials: None

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

HST500: AP U.S. History

Students explore and analyze the economic, political, and social transformation of the United States since the time of the first European encounters. Students are asked to master not only the wide array of factual information necessary to do well on the AP Exam, but also to practice skills of critical analysis of historical information and documents. Students read primary and secondary source materials and analyze problems presented by historians to gain insight into challenges of interpretation and the ways in which historical events have shaped American society and culture. The content aligns to the sequence of topics recommended by the College Board and to widely used textbooks. This course prepares students for the AP Exam.

Course Length: Two semesters

Materials: *America: A Narrative History, 9th edition*, George Tindall and David E. Shi (W.W. Norton, 2012)

Prerequisites: Success in previous history course and teacher/school counselor recommendation

HST510: AP U.S. Government and Politics

This course is the equivalent of an introductory college-level course. Students explore the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students gain the analytical perspective necessary to evaluate political data, hypotheses, concepts, opinions, and processes and learn how to gather data about political behavior and develop their own theoretical analysis of American politics. Students also build the skills they need to examine general propositions about government and politics, and to analyze specific relationships between political, social, and economic institutions. Students prepare for the AP[®] Exam and for further study in political science, law, education, business, and history.

Course Length: One semester

Materials: *The Lanahan Readings in the American Polity*, 5th ed.; *American Government*, by Lowi et al., 12th edition; other editions acceptable

Prerequisites: HST304: Honors U.S. History (or equivalent) and teacher/school counselor recommendation

HST520: AP Macroeconomics

This course is the equivalent of an introductory college-level course. Students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. Students also examine how individuals and institutions are influenced by employment rates, government spending, inflation, taxes, and production. Students prepare for the AP Exam and for further study in business, political science, and history.

Course Length: One semester

Materials: *Economics for Today, 7th edition*, Irvin B. Tucker (South-Western Cengage Learning, 2011) ISBN-10: 0-538-46938-2 / ISBN-13: 978-0-538-46938-8 (6th edition also acceptable)

Prerequisites: MTH304: Honors Algebra II (or equivalent) and teacher/school counselor recommendation

HST530: AP Microeconomics

This course is the equivalent of an introductory college-level course. Students explore the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students learn why the same product can cost different amounts at different stores, in different cities, and at different times. Students also learn to spot patterns in economic behavior and learn how to use those patterns to explain buyer and seller behavior under various conditions. Lessons promote an understanding of the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in the economy. Students prepare for the AP Exam and for further study in business, history, and political science.

Course Length: One semester

Materials: *Economics for Today, 7th edition*, Irvin B. Tucker (South-Western Cengage Learning, 2011) ISBN-10: 0-538-46938-2 / ISBN-13: 978-0-538-46938-8 (6th edition also acceptable)

Prerequisites: MTH304: Honors Algebra II (or equivalent) and teacher/school counselor recommendation

HST540: AP Psychology

This course is the equivalent of an introductory college-level course. Students receive an overview of current psychological research methods and theories. They explore the therapies used by professional counselors and clinical psychologists, and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They study core psychological concepts, such as the brain and sensory functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Students prepare for the AP Exam and for further studies in psychology and life sciences.

Course Length: One semester

Materials: *Psychology* by David G. Myers, 9th edition

Prerequisites: SCI204: Honors Biology (or equivalent) and teacher/school counselor recommendation

High



HST560: AP World History

This course spans the Neolithic Age to the present in a rigorous academic format organized by chronological periods and viewed through fundamental concepts and course themes. Students analyze the causes and processes of continuity and change across historical periods. Themes include human-environment interaction, cultures, expansion and conflict, political and social structures, and economic systems. In addition to mastering historical content, students cultivate historical thinking skills that involve crafting arguments based on evidence, identifying causation, comparing and supplying context for events and phenomenon, and developing historical interpretation. This course prepares students for the AP World History Exam.

Course Length: Two semesters

Materials: *Siddhartha* by Herman Hesse; *King Leopold's Ghost* by Adam Hochschild; *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* by Adam Hochschild (supplied by school or student)

Prerequisites: Success in previous history course and teacher/school counselor recommendation

HST010: Anthropology (Elective)

Anthropologists research the characteristics and origins of the cultural, social, and physical development of humans and consider why some cultures change and others come to an end. In this course, students are introduced to the five main branches of anthropology: physical, cultural, linguistic, social, and archeological. Through instruction and their own investigation and analysis, students explore these topics, considering their relationship to other social sciences such as history, geography, sociology, economics, political science, and psychology. Emulating professional anthropologists, students apply their knowledge and observational skills to the real-life study of cultures in the United States and around the world. The content in this course meets or exceeds the standards of the National Council for the Social Studies (NCSS).

Course Length: One semester

Materials: None

Prerequisites: HST103: World History (or equivalent) recommended as a prerequisite or co-requisite, but not required

HST020: Psychology (Elective)

In this one-semester course, students investigate why human beings think and act the way they do. This is an introductory course that broadly covers several areas of psychology. Instructional material presents theories and current research for students to critically evaluate and understand. Each unit introduces terminology, theories, and research that are critical to the understanding of psychology and includes tutorials and interactive exercises. Students learn how to define and use key terms of psychology and how to apply psychological principles to their own lives. Unit topics include: Methods of Study, Biological Basis for Behavior, Learning and Memory, Development and Individual Differences, and Psychological Disorders.

Course Length: One semester

Materials: None

Prerequisites: None



HST030: Economics (Elective)

Students are introduced to the basics of economic principles, and they will learn the importance of understanding different economic systems. They will also investigate how to think like an economist. Students will explore different economic systems, including the American Free Enterprise System, and they will analyze and interpret data to understand the laws of supply and demand. Students will also be presented with economic applications in today's world. From economics in the world of business, money, banking, and finance, students will see how economics is applied both domestically and globally. Students will also study how the government is involved in establishing economic stability in the American Free Enterprise System as well as the how the U.S. economy has a global impact.

Course Length: One semester

Materials: None

Prerequisites: None

HST040: Civics (Elective)

Civics is the study of citizenship and government. This one-semester course provides students with a basic understanding of civic life, politics, and government, and a short history of government's foundation and development in this country. Students learn how power and responsibility are shared and limited by government, the impact American politics has on world affairs, the place of law in the American constitutional system, and which rights the American government guarantees its citizens. Students also examine how the world is organized politically and how civic participation in the American political system compares to that in other societies around the world today.

Course Length: One semester

Materials: None

Prerequisites: None

HST050: Sociology (Elective)

Through this two-semester course, students explore human relationships in society. Instructional materials emphasize culture, social structure, the individual in society, institutions, and social inequality. Unit topics for the first semester include society and culture, what is sociology, the nature of culture, conformity and deviance, social structure, roles, relationships and groups, and social stratification. In the second semester, students learn about social institutions, the family, religion and education, government and economic systems, the individual in society, the early years, adolescence, the adult years, continuity and change, communities and change, social movements and collective behavior, social problems, minorities and discrimination, poverty, crime, and problems of mass society. Students use a textbook for the course.

Course Length: Two semesters

Materials: *Sociology: Study of Human Relationships, 6th edition*, W. LaVerne Thomas; other editions acceptable

Prerequisites: None

OTH031: Archaeology (Elective)

George Santayana once said, “Those who cannot remember the past are condemned to repeat it.” The field of archaeology helps us better understand the events and societies of the past that have helped shape our modern world. This course focuses on the techniques, methods, and theories that guide the study of the past. Students learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students learn about the relationship of material items to culture and what we can learn about past societies from these items.

Course Length: One semester

Materials: None

Prerequisites: None

HST222: Contemporary World Issues (Elective)

Students analyze governments, economies, peoples, and cultures from around the world in this course. Instruction emphasizes the structures and policies of the United States and how they compare to other systems in the international community. Students apply critical thinking and research skills to examine current events and contemporary issues, including human rights, the strengths and weaknesses of globalization, America’s role in the international economy, the severe environmental threats facing many regions around the world today, how religion is often used to facilitate and justify violence, and America’s “War on Terror” and its impact on the Middle East and Islamic culture.

Course Length: Two semesters

Materials: None

Prerequisites: None

WLG100: Spanish I

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

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Vox Everyday Spanish and English Dictionary* or equivalent is recommended

Note: Students who have already completed K¹² Middle School Spanish 2 should enroll in Spanish II rather than in Spanish I.

WLG106: Spanish I (Credit Recovery)

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

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Vox Everyday Spanish and English Dictionary* or equivalent is recommended

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

WLG200: Spanish II

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

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Vox Everyday Spanish and English Dictionary* or equivalent is recommended

Prerequisites: WLG100: Spanish I; K¹² Middle School Spanish 1 and 2 (or equivalents)

WLG300: Spanish III

Students further deepen their understanding of Spanish by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal

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speaking and writing interactions, and to express their thoughts and opinions in more formal spoken and written contexts. Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, read and analyze important pieces of Hispanic literature, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in Spanish. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Vox Everyday Spanish and English Dictionary* or equivalent is recommended

Prerequisites: WLG200: Spanish II (or equivalent)

WLG400: Spanish IV

Fourth-year Spanish expands on the foundation of Spanish grammar and vocabulary that students acquired in the first three courses. As with all the earlier offerings, this culminating-level Spanish language course conforms to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to sharpen their speaking, listening, reading and writing skills while also learning to express themselves on topics relevant to Spanish culture. The two-semester course is divided into ten units whose themes include people, achievements, wishes and desires, activities, celebrations, possibilities, the past, the arts, current events, and wrap up and review.

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Vox Everyday Spanish and English Dictionary* or equivalent is recommended

Prerequisites: WLG300: Spanish III (or equivalent)

WLG500: AP Spanish Language and Culture

The AP Spanish Language and Culture course is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical and communicative skills. The AP Spanish Language and Culture course prepares students for the AP Spanish Language and Culture exam. It uses as its foundation the three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century.

The course is designed as an immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish.

The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. In addition, students participate in a forum where they are able to share their own opinions and comments about various topics and comment on other students' posts. The course also makes great use of the Internet for updated and current material.

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; Spanish/English dictionary

Prerequisites: Strong success in WLG300: Spanish III, or success in WLG400: Spanish IV (or equivalents), and teacher/school counselor recommendation

WLG110: French I

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

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Larousse Student French-English/English-French Dictionary* or equivalent is recommended

Prerequisites: None

Note: Students who have already completed K¹² Middle School French 2 should enroll in French II rather than in French I.

WLG210: French II

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

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Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Larousse Student French-English/English-French Dictionary* or equivalent is recommended

Prerequisites: WLG110: French I, K¹² Middle School French 1 and 2 (or equivalents)

WLG310: French III

Students further deepen their understanding of French by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in both formal and Informal spoken and written contexts. Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics, respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, read and analyze important pieces of literature, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in French. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Larousse Student French-English/English-French Dictionary* or equivalent is recommended

Prerequisites: WLG210: French II (or equivalent)

WLG410: French IV

Students complete their high school French language education with this two-semester course that, like all of its predecessors, conforms to the national standards of the ACTFL. The instructional material in French IV enables students to use the conditional and subjunctive tenses, and talk about the past with increasing ease, distinguishing which tense to use and when. It also helps students hone their listening skills to enhance their understanding of native speech patterns on familiar topics. Students expand their knowledge of French-speaking countries' culture, history, and geography and learn about francophone contributions in the arts. Students must pass French III as a prerequisite.

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Larousse Student French-English/English-French Dictionary* or equivalent is recommended

Prerequisites: WLG310: French III (or equivalent)

WLG510: AP French Language and Culture

The AP French Language and Culture course is an advanced language course in which students are directly prepared for the AP French Language and Culture Exam. It uses as its foundation the three modes of communication: interpersonal, interpretive and

presentational. The course is conducted almost exclusively in French. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. Students should expect to listen to, read, and understand a wide-variety of authentic French-language materials and sources, demonstrate proficiency in interpersonal, interpretive, and presentational communication using French, gain knowledge and understanding of the cultures of the Francophone world, use French to connect with other disciplines and expand knowledge in a wide-variety of contexts, develop insight into the nature of the French language and its culture, and use French to participate in communities at home and around the world. The AP French Language course is a college level course. The intensity, quality, and amount of course material can be compared to that of a third-year college course.

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; French/English dictionary

Prerequisites: Strong success in WLG310: French III, or success in WLG410: French IV (or equivalents), and teacher/school counselor recommendation

WLG120: German I

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

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Larousse German Dictionary* or equivalent is recommended

Prerequisites: None

Note: Students who have already succeeded in K¹² Middle School German 2 should enroll in German II rather than in German I.

WLG220: German II

Students continue their study of German by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking

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and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations, respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Larousse German Dictionary* or equivalent is recommended

Prerequisites: WLG120: German I, K¹² Middle School German 1 and 2 (or equivalents)

WLG320: German III

This course expands the scope of concepts and information that students mastered in the German I and II courses and aligns with national ACTFL standards. Students learn increasingly complex grammatical constructions, such as present, imperfect, perfect, and future tenses; reflexive and modal verbs; prepositions; conjunctions; relative pronouns; and adjective endings. Unit themes in this two-semester course include vacations, travel, leisure time, healthy living, body parts and ailments, family members, rights and responsibilities, household chores, university study, military service, personal relationships, the importance of appearance, emotions, fairy tales, and animals. Unit activities blend different forms of communication and culture.

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Larousse German Dictionary* or equivalent is recommended

Prerequisites: WLG220: German II (or equivalent)

WLG420: German IV

German IV builds on the foundation of the first three courses. Students continue to sharpen their speaking, listening, reading, and writing skills while also learning to express themselves on topics relevant to German culture. Authentic texts, current culture, and literature from Germany, Austria, and Switzerland all form part of the instructional material for this course. Each unit focuses on a particular region or city and includes such themes as culture, tourism, and current events. These units cover topics such as contemporary and classical music, expressing opinion, German history, transportation, family weekend travel, shopping, free-time activities, technology, multiculturalism, education, and careers.

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Larousse German Dictionary* or equivalent is recommended

Prerequisites: WLG320: German III (or equivalent)



WLG130: Latin I

Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Note: Students who have already completed K¹² Middle School Latin 2 should enroll in Latin II rather than in Latin I.

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Bantam New College Latin & English Dictionary* or equivalent is recommended

Prerequisites: None

WLG230: Latin II

Students continue with their study of Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, prepare students for a deeper study of Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. The emphasis is on reading Latin through engaging with myths from the ancient world which are presented in Latin. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, understand and use common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Bantam New College Latin & English Dictionary* or equivalent is recommended

Prerequisites: WLG130: Latin I (or equivalent)

WLG140: Chinese I

Students begin their introduction to Chinese by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking regions, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages). Note: Students who have already completed K¹² Middle School Chinese 2 should enroll in Chinese II rather than in Chinese I.

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Oxford Beginner's Chinese Dictionary* or equivalent is recommended

Prerequisites: None

WLG240: Chinese II

Students continue their study of Chinese by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Character recognition and practice are a key focus of the course and students are expected to learn several characters each unit. However, pinyin is still presented with characters throughout the course to aid in listening and reading comprehension. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking regions, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Oxford Beginner's Chinese Dictionary* or equivalent is recommended

Prerequisites: WLG140: Chinese I, K¹² Middle School Chinese 1 and 2 (or equivalents)

WLG150: Japanese I

Students become familiar with the fundamental concepts and constructions of the Japanese language as well as the rich and ancient world of Japanese culture in this two-semester course. Japanese I has been designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Unit topics consist of the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Oxford Beginner's Japanese Dictionary* or equivalent is recommended

Prerequisites: None

WLG250: Japanese II

In Japanese II, course content blends different forms of communication and culture via unit activities to ensure that students meet all standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for a focus on successful oral and written communication as well as a thorough grounding in Japanese culture. Unit themes for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Students must successfully complete Japanese I in order to enroll in this course.

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended; *Oxford Beginner's Japanese Dictionary* or equivalent is recommended

Prerequisites: WLG150: Japanese I (or equivalent)

ART010: Fine Art (Elective)

This course combines art history, appreciation, and analysis, while engaging students in hands-on creative projects. Lessons introduce major periods and movements in art history while focusing on masterworks and the intellectual, technical, and creative processes behind those works. Studio lessons provide opportunities for drawing, painting, sculpting, and other creative endeavors.

Course Length: Two semesters

Materials: One package of white clay; one set of acrylic paint; one set of round paintbrushes. It is recommended, but not required, that students have some means of capturing an image of their studio art projects with a digital camera, webcam, or other imaging device.

High



Prerequisites: HST103: World History (or equivalent) is recommended as a prerequisite or co-requisite, but not required

ART020: Music Appreciation (Elective)

This course introduces students to the history, theory, and genres of music. The first semester covers basic music theory concepts as well as early musical forms, classical music, patriotic and nationalistic music, and twentieth century music. The second semester presents modern traditions, including American jazz, gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. The first semester covers early musical forms, classical music, and American jazz. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide.

To comply with certain state standards for the arts, a student “performance practicum” is required for full credit each semester. The performance practicum requirement can be met through participation in supervised instrumental or vocal lessons, church or community choirs, community musical performances, or any other structured program that meets at regular intervals and provides opportunities for students to build vocal and/or instrumental skills. Parents or guardians will be required to present their proposed practicum to the students’ teachers for approval, and validate their children’s regular participation in the chosen performance practicum.

Course Length: Two semesters

Materials: Finale Notepad music notation software

Prerequisites: None

BUS030: Personal Finance (Elective)

In this introductory finance course, students learn basic principles of economics and best practices for managing their own finances. Students learn core skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses. They gain a deeper understanding of capitalism and other systems so they can better understand their role in the economy of society. Students are inspired by experiences of finance professionals and stories of everyday people and the choices they make to manage their money.

Course Length: One semester

Materials: None

Prerequisites: None

MTH332: Integrated Math (Elective)

This course helps students develop mathematical skills that enable them to solve problems and use reason and logic in math courses. Integrated Math gives the main overview of the many mathematical disciplines; topics include number sense, operations, algebraic sense, introduction to probability, geometric figures, geometric movement, measurement, and a more in-depth look at probability (including permutations and combination). Content is expressed in everyday mathematical

language and notations to help students learn to apply the skills in a variety of applications. Instruction is supplemented with self-check quizzes audio tutorials, web quests, and interactive games that engage students in the content they are learning.

Course Length: Two semesters

Materials: None

Prerequisites: Algebra I

ENG010: Journalism (Elective)

Students are introduced to the historical importance of journalism in America. They study the basic principles of print and online journalism as they examine the role of printed news media in our society. They learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students conduct interviews, research, write, and design their own publications.

Course Length: One semester

Materials: None

Prerequisites: None

ENG020: Public Speaking (Elective)

Students are introduced to public speaking as an important component of their academic, work, and social lives. They study public speaking occasions and develop skills as fair and critical listeners, or consumers, of spoken information and persuasion. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches to diverse audiences. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They study how to incorporate well-designed visual and multimedia aids in presentations and how to maintain a credible presence in the digital world. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety.

Course Length: One semester

Materials: Student must provide a webcam and recording software

Prerequisites: None

OTH036: Gothic Literature (Elective)

Since the eighteenth century, Gothic tales have influenced fiction writers and fascinated readers. This course focuses on the major themes found in Gothic literature and demonstrates how the core writing drivers produce a suspenseful environment for readers. It presents some of the recurring themes and elements found in the genre. As they complete the course, students gain an understanding of and an appreciation for the complex nature of Gothic literature.

Course Length: One semester

Materials: None

Prerequisites: None

High



HST010: Anthropology (Elective)

Anthropologists research the characteristics and origins of the cultural, social, and physical development of humans and consider why some cultures change and others come to an end. In this course, students are introduced to the five main branches of anthropology: physical, cultural, linguistic, social, and archeological. Through instruction and their own investigation and analysis, students explore these topics, considering their relationship to other social sciences such as history, geography, sociology, economics, political science, and psychology. Emulating professional anthropologists, students apply their knowledge and observational skills to the real-life study of cultures in the United States and around the world. The content in this course meets or exceeds the standards of the National Council for the Social Studies (NCSS).

Course Length: One semester

Materials: None

Prerequisites: HST103: World History (or equivalent) recommended as a prerequisite or co-requisite, but not required

HST020: Psychology (Elective)

In this course, students investigate why human beings think and act the way they do. This is an introductory course that broadly covers several areas of psychology. Instructional material presents theories and current research for students to critically evaluate and understand. Each unit introduces terminology, theories, and research that are critical to the understanding of psychology and includes tutorials and interactive exercises. Students learn how to define and use key terms of psychology and how to apply psychological principles to their own lives. Unit topics in this one-semester course include methods of study, biological basis for behavior, learning and memory, development and individual differences, and psychological disorders.

Course Length: One semester

Materials: None

Prerequisites: None

HST030: Economics (Elective)

Students are introduced to the basics of economic principles, and they will learn the importance of understanding different economic systems. They will also investigate how to think like an economist. Students will explore different economic systems, including the American Free Enterprise System, and they will analyze and interpret data to understand the laws of supply and demand. Students will also be presented with economic applications in today's world. From economics in the world of business, money, banking, and finance, students will see how economics is applied both domestically and globally. Students will also study how the government is involved in establishing economic stability in the American Free Enterprise System as well as the how the U.S. economy has a global impact.

Course Length: One semester

Materials: None

Prerequisites: None

HST040: Civics (Elective)

Civics is the study of citizenship and government. This one-semester course provides students with a basic understanding of civic life, politics, and government, and a short history of government's founding and development in this country. Students learn how power and responsibility are shared and limited by government, the impact American politics has on world affairs, the place of law in the American constitutional system, and which rights the American government guarantees its citizens. Students also examine how the world is organized politically and how civic participation in the American political system compares to that in other societies around the world today.

Course Length: One semester

Materials: None

Prerequisites: None

HST050: Sociology (Elective)

Through this two-semester course, students explore human relationships in society. Instructional materials emphasize culture, social structure, the individual in society, institutions, and social inequality. Unit topics for the first semester include society and culture, what is sociology, the nature of culture, conformity and deviance, social structure, roles, relationships and groups, and social stratification. In the second semester, students learn about social institutions, the family, religion and education, government and economic systems, the individual in society, the early years, adolescence, the adult years, continuity and change, communities and change, social movements and collective behavior, social problems, minorities and discrimination, poverty, crime, and problems of mass society. Students use a textbook for the course.

Course Length: Two semesters

Materials: *Sociology: Study of Human Relationships, 6th edition*, W. LaVerne Thomas; other editions acceptable

Prerequisites: None

OTH031: Archaeology (Elective)

George Santayana once said, "Those who cannot remember the past are condemned to repeat it." The field of archaeology helps us better understand the events and societies of the past that have helped shape our modern world. This course focuses on the techniques, methods, and theories that guide the study of the past. Students learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students learn about the relationship of material items to culture and what we can learn about past societies from these items.

Course Length: One semester

Materials: None

Prerequisites: None

HST222: Contemporary World Issues (Elective)

Students analyze governments, economies, peoples, and cultures from around the world in this course. Instruction emphasizes the structures and policies of the United States and how they compare to other systems in the international community. Students apply critical thinking and research skills to examine current events and contemporary issues, including human rights, the strengths and weaknesses of globalization, America's role in

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the international economy, the severe environmental threats facing many regions around the world today, how religion is often used to facilitate and justify violence, and America's "War on Terror" and its impact on the Middle East and Islamic culture.

Course Length: Two semesters

Materials: None

Prerequisites: None

PRJ010: Service Learning (Elective)

This project may be used in a variety of ways—as a stand-alone project, in conjunction with another course, or as a foundation around which to base a one-semester course. An introductory unit presents instruction on the nature of service learning. Students are taught how to identify community needs, select projects that are meaningful to themselves, apply practical skills, reflect on their learning experience, and behave responsibly in a service setting. Students then move on to design and conduct service learning experiences of their own, according to the requirements of their projects. Documents to support teachers in guiding students through the project are included.

Project Length: Varies

Materials: None

Prerequisites: None

SCI010: Environmental Science (Elective)

This course surveys key topic areas, including the application of scientific process to environmental analysis; ecology; energy flow; ecological structures; earth systems; and atmospheric, land, and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment. Students explore actual case studies and conduct five hands-on, unit-long research activities, learning that political and private decisions about the environment and the use of resources require accurate application of scientific processes, including proper data collection and responsible conclusions.

Course Length: One semester

Materials: None

Prerequisites: Success in previous high school science course and teacher/school counselor recommendation

OTH032: Astronomy (Elective)

Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe. This course introduces students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students examine the life cycle of stars, the properties of planets, and the exploration of space.

Course Length: One semester

Materials: None

Prerequisites: None

OTH010: Skills for Health (Elective)

This course focuses on important skills and knowledge in nutrition; physical activity; the dangers of substance use and abuse; injury prevention and safety; growth and development; and personal health, environmental conservation, and community health resources. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The course helps students build the skills they need to protect, enhance, and promote their own health and the health of others.

Course Length: One semester

Materials: None

Prerequisites: None

OTH016: Health (Credit Recovery)

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

Course Length: One semester

Materials: None

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

OTH080: Nutrition and Wellness (Elective)

This one-semester elective course provides students with an overview of good nutrition principles that are necessary for physical and mental wellness and a long, healthy life. Instructional materials include discussions of digestion, basic nutrients, weight management, sports and fitness, and life-span nutrition. The Nutrition and Wellness course emphasizes an understanding of today's food and eating trends and gives students the capacity to intelligently evaluate all available sources of nutrition information and make informed decisions. The course is organized in six units: Course Introduction; Wellness and Food Choices in Today's World; Digestion and Major Nutrients; Body Size and Weight Management; Physical Fitness, Sports Nutrition, and Stress; and Life Cycle Nutrition.

Course Length: One semester

Materials: None

Prerequisites: None

OTH020: Physical Education (Elective)

This pass/fail course combines online instructional guidance with student participation in weekly cardiovascular, aerobic, muscle-toning, and other activities. Students fulfill course requirements by keeping weekly logs of their physical activity. The course promotes the

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value of lifetime physical activity and includes instruction in injury prevention, nutrition and diet, and stress management. Students may enroll in the course for either one or two semesters, and repeat for further semesters as needed to fulfill state requirements.

Course Length: One semester (or more)

Materials: None

Prerequisites: None

OTH026: Physical Education (Credit Recovery)

Through this one-semester credit recovery course, students learn a wide variety of fitness concepts that they will be able to use in their everyday life. The course addresses the fundamentals of physical fitness, including goal setting and target heart rate. Students learn about how their body works by studying static and dynamic balance, linear and rotary motion, anatomy, and biomechanics. They are introduced to a variety of lifetime activities, including tennis, golf, Frisbee, and orienteering. They also learn about activities to promote cardiorespiratory fitness, including kickboxing, hip hop dance, fitness walking, and cycling. Pilates, yoga, and breathing exercises that help promote physical and emotional wellness are addressed as well.

Course Length: One semester

Materials: None

Prerequisites: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

OTH070: Driver Safety (Elective)

Driver Safety can provide a foundation for a lifetime of responsible driving. Instructional material in this course emphasizes the mechanics of driving operations and the rule of safe driving. Among other topics, students learn how to assess and manage risk, handle social pressures, understand signs and signals, comprehend the rules of the road, and start, steer, stop, turn, and park a car. They also learn how to contend with driving environments, including light and weather conditions, share the roadway, respond to an emergency, buy and maintain a car, plan a trip, take a state driving test, and partner with their parents or guardians to promote safety on the road. Students use a textbook for this one-semester course. This course may not satisfy the state department of transportation's or motor vehicle's requirements for learners permit issuance. Please consult local requirements prior to enrolling.

Course Length: One semester

Materials: *Responsible Driving*

Prerequisites: None

OTH090: Life Skills (Elective)

This one-semester elective is designed to increase students' knowledge of and ability in using the skills necessary for everyday living. Life Skills emphasizes defining personal values, goal-setting and planning, and solving problems. Instructional material focuses on dealing with media and peer pressure, communication and relationships, working with others, avoiding and/or resolving conflict, decision making, wellness and personal safety, aspects of good citizenship, environmental awareness, and how students can contribute to their own community. The course is organized in six units, which cover the following topics: Course Introduction, Thinking About Yourself, Thinking For Yourself, Taking Care of Yourself, Caring or Your Relationships, and Caring About Your World.

Course Length: One semester

Materials: None

Prerequisites: None

OTH040: Reaching Your Academic Potential (Elective)

Students learn essential academic skills within the context of their learning style, individual learning environment, and long-term goals. This course helps students develop habits for more successful reading, writing, studying, communication, collaboration, time management, and concentration. It also provides insights into how the brain works when they are learning, and ways to maximize its potential.

Course Length: One semester

Materials: None

Prerequisites: None

OTH050: Achieving Your Career and College Goals (Elective)

Students explore their options for life after high school and implement plans to achieve their goals. They identify their aptitudes, skills, and preferences, and explore a wide range of potential careers. They investigate the training and education required for the career of their choice, and create a plan to be sure that their work in high school is preparing them for the next step. They also receive practical experience in essential skills such as searching and applying for college, securing financial aid, writing a resume and cover letter, and interviewing for a job. This course is geared toward 11th and 12th graders.

Course Length: One semester

Materials: None

Prerequisites: None

OTH060: Family and Consumer Science (Elective)

In this course, students develop skills and knowledge to help them transition into adult roles within the family. They learn to make wise consumer choices, prepare nutritious meals, contribute effectively as part of a team, manage a household budget, and balance roles of work and family. They gain an appreciation for the responsibilities of family members throughout the life-span and the contributions to the well-being of the family and the community.

Course Length: One semester

Materials: None

Prerequisites: None

High



BUS040: Introduction to Entrepreneurship I (Elective)

In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful. They learn how to come up with new business

ideas, attract investors, market their business, and manage expenses. Students hear inspirational stories of teen entrepreneurs who have turned their ideas into reality, and then they plan and execute their own business.

Course Length: One semester

Materials: None

Prerequisites: None

BUS050: Introduction to Entrepreneurship II (Elective)

Students build on the business concepts they learned in Introduction to Entrepreneurship I. They learn about sales methods, financing and credit, accounting, pricing, and government regulations. They refine their technology and communication skills in speaking, writing, networking, negotiating, and listening. They enhance their employability skills by preparing job-related documents, developing interviewing skills, and learning about hiring, firing, and managing employees. Students develop a complete business plan and a presentation for potential investors.

Course Length: One semester

Materials: None

Prerequisites: BUS040: Introduction to Entrepreneurship I (or equivalent)

BUS060: Introduction to Marketing I (Elective)

Students find out what it takes to market a product or service in today's fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management.

Course Length: One semester

Materials: None

Prerequisites: None

BUS070: Introduction to Marketing II (Elective)

Students build on the skills and concepts learned in Introduction to Marketing I to develop a basic understanding of marketing principles and techniques. By the end of the course, they will have developed their own comprehensive marketing plan for a new business.

Course Length: One semester

Materials: None

Prerequisites: BUS060: Introduction to Marketing I (or equivalent)

BUS090: Sports and Entertainment Marketing (Elective)

Students who have wished to play sports professionally or who have dreamed of becoming an agent for a celebrity entertainer have an interest in sports and entertainment marketing. Although this particular form of marketing bears some resemblance to traditional marketing, there are many differences as well—including a lot more glitz and glamour! In this course, students have the opportunity to explore basic marketing principles and delve deeper into the multibillion-dollar sports and entertainment marketing industry. Students learn how professional athletes, sports teams, and well-known entertainers are marketed as commodities and how some of

them become billionaires as a result. For students who have ever wondered about how things work behind the scenes of a major sporting event such as the Super Bowl or even entertained the idea of playing a role in such an event, this course introduces the fundamentals of such a career.

Course Length: One semester

Materials: None

Prerequisites: None

OTH037: Hospitality and Tourism (Elective)

With greater disposable income and more opportunities for business travel, people are traversing the globe in growing numbers. As a result, the hospitality and tourism industry is one of the fastest growing in the world. This course introduces the hospitality and tourism industry, including hotel and restaurant management, cruise ships, spas, resorts, theme parks, and other areas. Student learn about key hospitality issues, the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel. The course also examines some current and future trends in the field.

Course Length: One semester

Materials: None

Prerequisites: None

MTH342: Accounting (Elective)

In this introductory course, students gain a foundation in the skills needed for college accounting courses, office work, and managing their own small businesses. They also build an appreciation for the role of accounting in managing a profitable business. The course provides an overview of the three forms of accounting: financial, cost, and management accounting. Instructional material covers the basic concept conventions and rules of the double entry system—and includes techniques for analyzing ratios from a balance sheet. The concepts of ethics, integrity, confidentiality, and rigor are woven through all the units.

Course Length: Two semesters

Materials: None

Prerequisites: None

OTH093: Introduction to Culinary Arts (Elective)

Food is fundamental to life. Not only does it feed our bodies, but it's often the centerpiece for family gatherings and social functions. In this course, students learn all about food, including food culture, food history, food safety, and current food trends. They also learn about the food service industry and prepare some culinary dishes. Through hands-on activities and in-depth study of the culinary arts field, this course helps students hone their cooking skills and gives them the opportunity to explore careers in the food industry.

Course Length: One semester

Materials: Household items required (but not supplied): stand mixer, meat thermometer, assorted ingredients for recipes

Prerequisites: None

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OTH018: Fashion and Interior Design (Elective)

From the clothes we wear to the homes we live in, fashion and design is all around us. In this course, students who have a flair for fashion or who constantly redecorate their room find out what it is like to work in the design industry by exploring career possibilities and the background needed to pursue them. Students try their hand at designing as they learn the basics of color and design, then test their skills through hands-on projects. In addition, they develop the essential communication skills that build success in any business. By the end of the course, students are well on their way to developing the portfolio needed to get started in this exciting field.

Course Length: One semester

Materials: Household items required (but not supplied): sewing machine, digital camera, measuring tape, project supplies that vary depending on projects chosen, fabric that varies depending on project chosen

Prerequisites: None

OTH035: Early Childhood Education (Elective)

Children experience enormous changes in the first few years of their lives. They learn to walk, talk, run, jump, read and write, among other milestones. Caregivers can help infants, toddlers, and children grow and develop in positive ways. This course is for students who want to influence the most important years of human development. In the course, students learn how to create fun and educational environments for children; how to keep the environment safe for children; and how to encourage the health and well-being of infants, toddlers, and school-aged children.

Course Length: One semester

Materials: None

Prerequisites: None

OTH092: Introduction to Health Sciences (Elective)

Will we ever find a cure for cancer? What treatments are best for conditions like diabetes and asthma? How are illnesses like meningitis, tuberculosis, and measles identified and diagnosed? Health sciences provide the answers to questions such as these. This course introduces students to the various disciplines within the health sciences, including toxicology, clinical medicine, and biotechnology. Students explore the importance of diagnostics and research in the identification and treatment of diseases. The course presents information and terminology for the health sciences and examines the contributions of different health science areas.

Course Length: One semester

Materials: None

Prerequisites: None

OTH033: Veterinary Science (Elective)

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. Taking a look at the pets that live in our homes, on our farms, and in zoos and wildlife sanctuaries, this course examines some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases

affect not only the animals around us, but at times, us humans as well! Through veterinary medicine and science, the prevention and treatment of diseases and health issues are studied and applied.

Course Length: One semester

Materials: None

Prerequisites: None

OTH034: Introduction to Agriscience (Elective)

Agriculture has played an important role in the lives of humans for thousands of years. It has fed us and given us materials that have helped us survive. Today, scientists and practitioners are working to improve and better understand agriculture and how it can be used to continue to sustain human life. In this course, students learn about the development and maintenance of agriculture, animal systems, natural resources, and other food sources. Students also examine the relationship between agriculture and natural resources and the environment, health, politics, and world trade.

Course Length: One semester

Materials: None

Prerequisites: None

OTH091: Law and Order (Elective)

Every society has laws that its citizens must follow. From traffic laws to regulations on how the government operates, laws help provide society with order and structure. Our lives are guided and regulated by our society's legal expectations. Consumer laws help protect us from faulty goods; criminal laws help protect society from individuals who harm others; and family law handles the arrangements and issues that arise in areas like divorce and child custody. This course focuses on the creation and application of laws in various areas of society. By understanding the workings of our court system, as well as how laws are actually carried out, students become more informed and responsible citizens.

Course Length: One semester

Materials: None

Prerequisites: None

OTH038: Careers in Criminal Justice (Elective)

Do you want to help prevent crime and maintain order in society? The criminal justice system may be a good career option. The criminal justice system offers a wide range of career opportunities, from law enforcement to forensic scientists to lawyers and judges. In this course, students will explore different areas of the criminal justice system, including the trial process, the juvenile justice system, and the correctional system. Careers in each area will be explored and students will learn more about the expectations and training required for various career options in the criminal justice field.

Course Length: One semester

Materials: None

Prerequisites: None

High



OTH039: Criminology

In the modern world, many citizens share a concern about criminal behaviors and intent. This course introduces students to the field of criminology, the study of crime. Students look at possible explanations for crime from psychological, biological, and sociological perspectives; explore the categories and social consequences of crime; and investigate how the criminal justice system handles criminals and their misdeeds. The course explores some key questions: Why do some individuals commit crimes while others do not? What aspects of culture and society promote crime? Why are different punishments given for the same crime? What factors—from arrest to punishment—help shape the criminal case process?

Course Length: One semester

Materials: None

Prerequisites: None

TCH010: Computer Literacy (Elective)

Students must be able to effectively use technology to research, organize, create, and evaluate information. In this introductory course, students become familiar with the basic principles of a personal computer, including the internal hardware, operating system, and software applications. Students gain practice in using key applications such as word processing, spreadsheet, and presentation software, as well as understand social and ethical issues around the Internet, information, and security.

In the first part of the course, the focus is on the fundamentals: learning and using the applications, and understanding the basic roles and responsibilities of the software, hardware, and operating system. In the second part, the focus is on gathering and analyzing data, and using the right tools and methods to collect and present data.

This course should not be taken if the student has already completed Computer Fundamentals.

Course Length: One semester

Software: OpenOffice.org version 3.2; Mozilla Firefox; Adobe Reader; Adobe Flash Player; 7-Zip compression program (all available by free download within the course)

System Requirements: Microsoft Windows XP, Windows Vista, Windows 7, or Mac OS X 10.4 or higher operating system; for Windows, 256 MB of memory (RAM), 650 MB available hard drive space, and a 1024 x 768 or higher monitor resolution; for Mac OS X, an Intel processor, 512 MB of memory (RAM), 400 MB available disk space, and a 1024 x 768 or higher monitor resolution

Prerequisites: None

TCH017: 3D Art I: Modeling (Elective)

This course introduces students to 3D modeling tools and concepts. Using Blender, the popular open-source 3D modeling package, students learn the basics of creating shapes, adding textures and lighting, and rendering. By the end of the course, students produce a series of increasingly sophisticated projects for their 3D portfolio. This course is suitable for students with no prior experience in 3D game design or digital media authoring tools.

Course Length: One semester

Materials: 3-button mouse or trackpad is required

Prerequisites: None

TCH018: 3D Art II: Animation (Elective)

In this advanced course, students build on the skills they developed in 3D Art I to learn 3D animation techniques. Using Blender, a powerful open-source modeling tool, students master the basics of animation—rigging, bones, and movement—while learning how to apply traditional animation techniques to their 3D models.

Course Length: One semester

Materials: 3-button mouse or trackpad is required

Prerequisites: TCH017: 3D Art I: Modeling

TCH020: Computer Fundamentals (Elective)

In this introductory course, students will become familiar with the basic principles of a personal computer, including the internal hardware, the operating system, and software applications. Students will gain practice in using key applications such as word processors, spreadsheets and presentation software, as well as understand social and ethical issues around the Internet, information and security.

This is a two-semester course package. In the first semester, the focus is on the fundamentals, learning and using the applications, and understanding the basic roles and responsibilities of the software, hardware and operating system. In the second semester, the focus is on gathering and analyzing data, and using the right tools and methods to collect and present data.

This course should not be taken if the student has already completed Computer Literacy.

Course Length: Two semesters

Software: OpenOffice.org version 3.2; Mozilla Firefox; Adobe Reader; Adobe Flash Player; 7-Zip compression program (all available by free download within the course)

System Requirements: Microsoft Windows XP, Windows Vista, Windows 7, or Mac OS X 10.4 or higher operating system; for Windows, 256 MB of memory (RAM), 650 MB available hard drive space, and a 1024 x 768 or higher monitor resolution; for Mac OS X, an Intel processor, 512 MB of memory (RAM), 400 MB available disk space, and a 1024 x 768 or higher monitor resolution

Prerequisites: None

TCH026: Audio Engineering (Elective)

In this introductory course, students learn about the physics of sound and the history of recording technologies. They learn about the four stages of professional music recording projects: recording, editing, mixing, and mastering. Using Audacity, an open-source recording and mixing program, they practice the techniques used by sound engineers to produce multi-track recordings. Through a series of engaging hands-on projects, they learn the fundamental concepts of audio engineering.

Course Length: One semester

Software: Audacity (free download provided in course)

System Requirements: Microsoft Windows XP, Windows Vista, Windows 7, or Mac OS X

High



10.4 or higher operating system; for Windows XP and Vista Home Basic, a 1 GHz or faster processor; for Windows Vista Home Premium/Business/Ultimate and Windows 7, a 2 GHz or faster processor; for Mac OS X, a 300 MHz or faster processor; for XP, 512 MB of memory (RAM); for Vista Home Basic, 2 GB; for Vista Home Premium/Business/Ultimate and for Windows 7, 4 GB; for Mac OS X, 64 MB; at least 4 GB of available hard drive space

Prerequisites: None

TCH027: Green Design and Technology (Elective)

This course examines the impact of human activities on sustainability while exploring the basic principles and technologies that support sustainable design. Students learn about the potential for emerging energy technologies such as water, wind, and solar power. They find out how today's businesses are adapting to the increased demand for sustainable products and services. In this course, students develop a comprehensive understanding of this fast-growing field.

Course Length: One semester

Materials: None

Prerequisites: None

TCH028: Digital Arts I (Elective)

In this exploratory course, students learn the elements and principles of design, as well as foundational concepts of visual communication. While surveying a variety of media and art, students use image editing, animation, and digital drawing to put into practice the art principles they've learned. They explore career opportunities in the design, production, display, and presentation of digital artwork. They respond to the artwork of others, and learn how to combine artistic elements to create finished pieces that effectively communicate their ideas.

Course Length: One semester

Software: Inkscape (free download provided in course)

System Requirements: Microsoft Windows XP, Windows Vista, or Mac OS X 10.3 or higher operating system, 1 GHz or faster processor; at least 512 MB of memory (RAM); at least 1 GB of available hard drive space

Prerequisites: None

TCH029: Digital Arts II (Elective)

Students build on the skills and concepts they learned in Digital Arts I as they develop their vocabulary of digital design elements. By the end of the course, they will have created a collection of digital art projects for their digital design portfolio.

Course Length: One semester

Software: Inkscape (free download provided in course)

System Requirements: Microsoft Windows XP, Windows Vista, or Mac OS X 10.3 or higher operating system, 1 GHz or faster processor; at least 512 MB of memory (RAM); at least 1 GB of available hard drive space

Prerequisites: TCH028: Digital Arts I (or equivalent)

TCH030: Image Design and Editing (Elective)

This introductory design course is for students who want to create compelling, professional-looking graphic designs and photos. Students learn the basics of composition, color, and layout through the use of hands-on projects that allow them to use their creativity while developing important foundational skills. They use GIMP software to create a graphic design portfolio with a wide variety of projects involving the mastery of technical topics such as working with layers and masks, adding special effects, and effectively using typefaces to create visual impact. The projects help students develop the skills they need to create and edit images of their own.

Course Length: One semester

Materials: GIMP software (free download), Windows or Mac operating system

Prerequisites: None

TCH036: Computer Science (Elective)

This course introduces students to computer science concepts such as computer architecture, networks, and the Internet. Students use object-oriented programming, event-driven processes, modular computer programming, and data manipulation algorithms to produce finished software programs. They use the design process to create many programs by determining specifications, designing the software, and testing and improving the product until it meets the specifications. By the end of this course, students will have a solid foundation for further study in this subject.

Course Length: One semester

Software: Free download provided in course

System Requirements: Microsoft Windows or Mac OS X operating systems Windows XP, Windows Vista, or Windows 7 recommended; at least 100 MB of available hard drive space

Prerequisites: None

TCH038: Engineering Design /CAD (Elective)

Computer-aided design systems are used by designers and manufacturers in virtually every industry to create engineering design solutions. In this course, students are introduced to engineering, learning the basics of CAD software: creating points, lines, other geometric forms, isometric drawings, and 3D models. They learn how to translate initial concepts into functional designs and 3D walkthroughs and explore career options in this hands-on introductory-level course.

Course Length: One semester

Software: Free download provided in course

System Requirements: Microsoft Windows XP or Windows Vista operating system; 600 MHz or faster processor (1 GHz for Vista); 512 MB of memory (RAM) (1 GB for Vista); at least 2 GB of available hard drive space; 3D class video card with 128 MB of memory or higher (256 MB for Vista)—the video card driver must support OpenGL version 1.5 or higher

Prerequisites: None

TCH040: Web Design (Elective)

This course provides a comprehensive introduction to the essentials of web design, from planning page layouts to publishing a complete site to the web. Students learn how to use HTML to design their own web pages. The course covers basic HTML tags for formatting text, as well as more advanced tags. Through real-world design scenarios and hands-on projects, students create compelling, usable websites using the latest suite of free tools.



Course Length: One semester

Materials: None

Prerequisites: None

TCH060: C++ Programming (Elective)

In this introductory course, students learn basic programming concepts through a series of hands-on projects. They also learn about software development careers, the software development process, and industry best practices. Using Microsoft Visual Studio 2013, students master the building blocks of programming: functions, variables, loops, arrays, and classes.

Course Length: One semester

Software: Microsoft Visual Studio 2013 (free download provided in course)

System Requirements: Windows 7 SP1 (x86 and x64), Windows 8 (x86 and x64), Windows 8.1 (x86 and x64), Windows Server 2008 R2 SP1 (x64), Windows Server 2012 (x64), Windows Server 2012 R2 (x64)

Hardware requirements: 1.6 GHz or faster processor, 1 GB of RAM (1.5 GB if running on a virtual machine), 5 GB of available hard disk space, 5400 RPM hard drive, DirectX 9-capable video card running at 1024 x 768 or higher display resolution

Prerequisites: None

TCH061: Programming I: VB.NET (Elective)

Students learn basic programming and the essential concepts of VisualBasic.net (VB.NET) in this one-semester course. As an introduction to VB.NET, students are taught the basic uses of the programming language, its similarities to the English language and others, its architecture, program flow, and its flexibility as a programming language. The course helps participants understand the processes involved in software development and object-oriented programming. This is an introductory course that could lead to careers such as software engineer, developer, or game designer. Prior coursework in computer fundamentals is a prerequisite. Visual Studio 2008 Express Edition is required software for this course.

Course Length: One semester

Materials: None

Prerequisites: Knowledge of computer fundamentals

TCH062: Programming II: Java (Elective)

This introductory-level, one-semester course is designed for people who have very little programming experience. In Java Programming, students gain an understanding of Java platforms and learn how to build a stand-alone application such as a countdown clock or leap year indicator. Students also learn the techniques of Java and how Java can be used in cross-platform programming. At the end of the course, students are able to write basic programs using Java and are prepared to pursue further instruction in any programming language. Prior coursework in computer fundamentals and programming are prerequisites for Java Programming. JDK 1.5 or a higher version Java application is required for this course.

Course Length: One semester

Materials: None

Prerequisites: Basic computer fundamentals; VB.NET Programming I or a solid understanding of version control and general software development

TCH070: Game Design (Elective)

This course is for anyone who loves gaming and wants to design and build original games from scratch. Students learn how to use popular game-development software to create engaging, interactive games in a variety of styles. After learning about game genres, students learn about all aspects of the game-design process. From there, it's on to a series of increasingly challenging hands-on projects that teach all the elements of successful game development.

Course Length: One semester

Software: Multimedia Fusion 2.5 (Standard)

System Requirements: Microsoft Windows XP or Windows Vista operating system; 1 GHz or faster processor; 256 MB of memory (RAM); at least 2 GB of available hard drive space

Prerequisites: None

TCH101: Digital Photography (Elective)

This course focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting, and composition. Students are introduced to the history of photography and basic camera functions. They use the basic techniques of composition and camera functions to build a portfolio of images, capturing people, landscapes, close-ups, and action photographs.

Course Length: One semester

Materials: Digital camera (not supplied)

Prerequisites: None

High



ORN010: Online Learning

The Online Learning course explains to students how the K¹² high school program works, and provides tips on successful online learning. Students are introduced to the online tools they will use during their high school experience, including the Learning Management System that delivers course assignments. Students take part in online discussions and practice submitting computer-scored assessments and other assignments to teachers. Lifelong learning skills such as time management and study habits are also covered. By the end of the course, students will be fully prepared to begin their K¹² high school courses.

Course Length: 6–8 hours

Materials: None

Prerequisites: None

ORN100: Finding Your Path I**ORN200: Finding Your Path II****ORN300: Finding Your Path III****ORN400: Finding Your Path IV**

Students begin each school year with a course specifically targeted to the unique concerns of freshmen, sophomores, juniors, and seniors. This 10-hour orientation course is unique for each student—as school counselors, advisors, and other staff guide them through an in-depth exploration of their interests, abilities, and skills. Students explore their education and career interests, define goals, and create a path through high school that will get them there. In addition, this course serves as a “home base” where students and school counselors can address topics that are critical to ensuring success in high school and beyond.

Course Length: 10 hours

Materials: None

Prerequisites: None



High School Course List

Core
Comprehensive
Honors
AP®
Remediation
Credit Recovery
Elective

Core
Comprehensive
Honors
AP®
Remediation
Credit Recovery
Elective

ENGLISH

English Foundations I					●		
English Foundations II					●		
Literary Analysis and Composition I	●	●	●			●	
Literary Analysis and Composition II	●	●	●			●	
American Literature	●	●	●			●	
British and World Literature	●	●	●			●	
AP English Language and Composition					●		
AP English Literature and Composition					●		
Journalism*							●
Public Speaking*							●
Creative Writing							●
Gothic Literature*							●

MATH

Math Foundations I					●		
Math Foundations II					●		
Consumer Math	●						
Practical Math	●						
Developmental Algebra	●						
Continuing Algebra	●						
Pre-Algebra	●	●				●	
Algebra I	●	●	●			●	
Integrated Mathematics I	◆	◆					
Geometry	●	●	●			●	
Integrated Mathematics II	◆	◆					
Algebra II	●	●	●			●	
Integrated Mathematics III	◆	◆					
Pre-Calculus/Trigonometry			●				
Probability and Statistics*			●				
Calculus			●				
AP Calculus AB					●		
AP Calculus BC					●		
AP Statistics					●		
Personal Finance*							●
Integrated Math							●

SCIENCE

Physical Science v	●					●	
Earth Science v	●	●	●			●	
Biology v	●	●	●			●	
Chemistry v	●	●	●			●	
Physics v		●	●				
AP Biology					●		
AP Chemistry					●		
AP Environmental Science					●		
Environmental Science*							●
Forensic Science* v		●					●
Astronomy*							●

HISTORY and SOCIAL SCIENCES

World History	●	●	●			●	
Modern World Studies	●	●	●			●	
Geography		●	●			●	
U.S. History	●	●	●			●	
Modern U.S. History	●	●	●			●	
U.S. Government and Politics*	●	●				●	
U.S. and Global Economics*	●	●				●	
AP U.S. History					●		
AP U.S. Government and Politics*					●		
AP Macroeconomics*					●		
AP Microeconomics*					●		
AP Psychology*					●		
AP World History					●		
Anthropology*							●
Psychology*							●
Economics*						●	●
Civics*							●
Family and Consumer Science*							●
Contemporary World Issues							●
Sociology							●
Archaeology*							●

WORLD LANGUAGES

Spanish I		●				●	
Spanish II		●					
Spanish III		●					
Spanish IV		●					
AP Spanish Language and Culture					●		

WORLD LANGUAGES (CONT.)

French I		●					
French II		●					
French III		●					
French IV		●					
AP French Language and Culture					●		
German I		●					
German II		●					
German III		●					
German IV		●					
Latin I		●					
Latin II		●					
Chinese I		●					
Chinese II		●					
Japanese I		●					
Japanese II		●					

ADDITIONAL ELECTIVES

Fine Art							●
Music Appreciation							●
Service Learning*							●
Skills for Health*							●
Nutrition and Wellness*						●	●
Life Skills*							●
Physical Education*						●	●
Reaching Your Academic Potential*							●
Achieving Your Career and College Goals*							●
Drivers Safety*							●

CAREER TECHNICAL EDUCATION (CTE) ELECTIVES

Introduction to Entrepreneurship I*							●
Introduction to Entrepreneurship II*							●
Introduction to Marketing I*							●
Introduction to Marketing II*							●
Sports and Entertainment Marketing*							●
Hospitality and Tourism*							●
Accounting							●
Introduction to Culinary Arts*							●
Fashion and Interior Design*							●
Early Childhood Education*							●
Introduction to Health Sciences*							●
Veterinary Science*							●
Introduction to Agriscience*							●
Law and Order*							●
Careers in Criminal Justice*							●
Criminology*							●

TECHNOLOGY and COMPUTER SCIENCE

Computer Literacy*							●
Computer Fundamentals							●
3D Art I: Modeling*							●
3D Art II: Animation*							●
Digital Photography*							●
Image Design and Editing*							●
Web Design*							●
C++ Programming*							●
Programming I: VB.NET*							●
Programming II: Java*							●
Game Design*							●
Audio Engineering*							●
Green Design and Technology*							●
Digital Arts I*							●
Digital Arts II*							●
Computer Science*							●
Engineering Design/CAD*							●

ORIENTATION

Online Learning							
Finding Your Path Series I-IV							

v = includes vLabs (virtual labs)

◆ = Course satisfies both Core and Comprehensive requirements, which may include physical and/or digital materials.

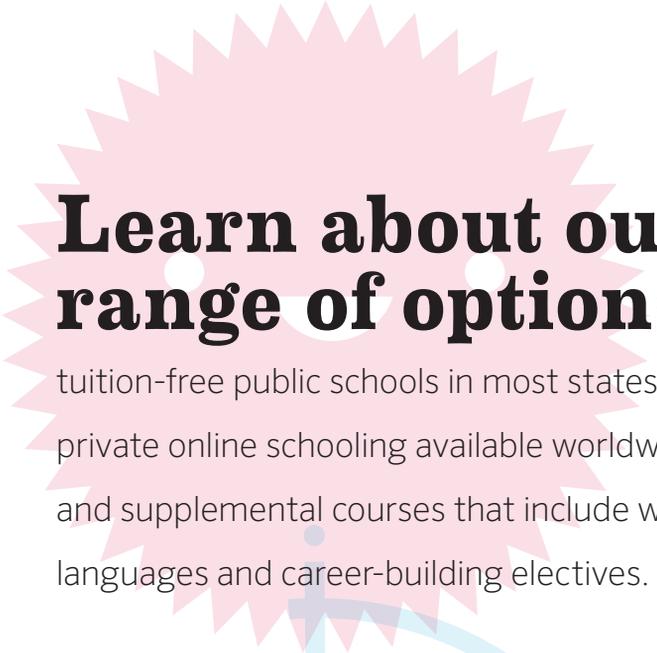
● = course available

◆ = Course satisfies both Core and Comprehensive requirements

All courses, unless otherwise noted, are 2 semesters

* = one-semester course

K¹² is approved by the University of California as a provider of "a-g" courses. Nearly 20 of our individual courses have already received approvals and more are now in the approval process. High school student athletes can visit the NCAA website for information on NCAA eligibility and a list of courses. Please use your school code when looking for eligible courses offered by your school (or virtual academy). You can also access these courses by using your school name and state. Additional questions can be directed to your school counselor.



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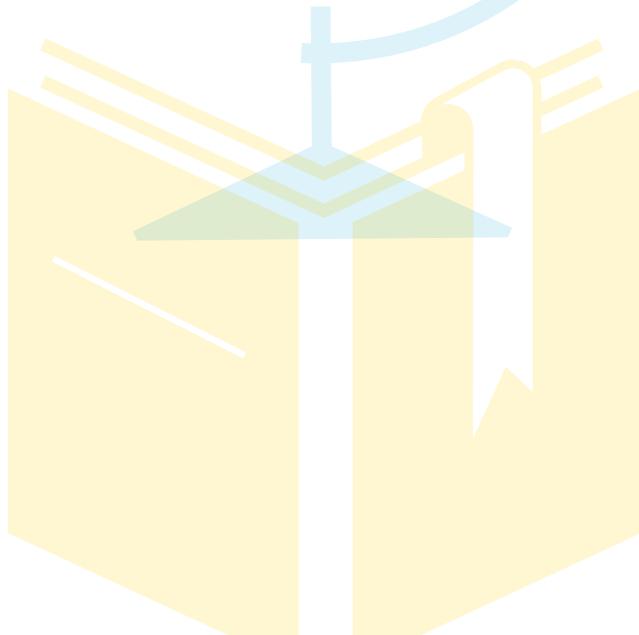
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languages and career-building electives.

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Fueled ONLINE COURSES

Course Catalog | 2015–2016



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FuelEd Online Courses

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FuelEd Online Courses

Middle School Course List / 2015–2016

Language Arts

- Grade 6 Language Arts 
- Grade 7 Language Arts 
- Grade 8 Language Arts 

Math

- Algebra 
- Fundamentals of Geometry and Algebra 
- Pre-Algebra 

Science

- Earth Science 
- Life Science 
- Physical Science 

Social Studies

- Family and Consumer Science 
- Social Studies 6
- Social Studies 7
- Social Studies 8

Electives

- Art 6 
- Art 7 
- Art 8 
- Career Explorations 8 
- Health 6 
- Health 7 
- Health 8 
- Music 6 
- Music 7 
- Music 8 
- Physical Education 6 
- Physical Education 7 
- Physical Education 8 

World Languages

- Middlebury Chinese 1
- Middlebury Chinese 2
- French 1
- Middlebury French 1
- French 2
- Middlebury French 2
- German 1
- Middlebury German 1
- German 2
- Middlebury German 2
- Middlebury Latin 1
- Middlebury Latin 2
- Spanish 1
- Middlebury Spanish 1
- Spanish 2
- Middlebury Spanish 2
- World Language Survey 

eDynamic Learning Electives¹

- Journalism 
- Photography 

 0.5 credit course  tablet-ready course ¹ premium pricing may apply



Grade 6 Language Arts

This course equips students with the essential language arts skills needed throughout their academic careers. Students read and analyze a variety of informational and fictional texts. Instruction and reading strategies accompany reading selections to help engage students in the text and sharpening their comprehension. Students express their ideas and knowledge using standard (formal) English in written and oral assignments. Writing expressive, analytical, and procedural compositions helps students develop communication skills necessary in today's world. Vocabulary is taught explicitly and through an array of vocabulary acquisition strategies that give students the tools to independently increase their vocabulary. Students study grammar, usage, and mechanics; and practice sentence analysis, sentence structure, and proper punctuation. Portfolios created by students provide a platform for them to set goals, monitor their progress, and reflect on their accomplishments and challenges. The course includes discussion activities that engage students in the curriculum while creating a sense of community. This course meets Common Core State Standards.

Grade 7 Language Arts

This course continues the development of comprehension and analysis of informational and fictional texts with an ongoing emphasis on reading strategies. Students express themselves using standard (formal) English in written and oral presentations. Analyzing and practicing the form and structure of various genres of writing enhances students' communication skills. Students study a variety of media to understand informational and persuasive techniques, explicit and implied messages, and how visual and auditory cues affect messages. Grammar, usage, and mechanics skills are deepened. Students continue to widen their vocabulary and apply acquisition strategies. Portfolios created by students provide a platform for them to set goals, monitor their progress, and reflect on their accomplishments and challenges. The course includes discussion activities that engage students in the curriculum while creating a sense of community. This course meets Common Core State Standards.

Grade 8 Language Arts

Throughout this course, students engage in literary analysis and close reading of short stories, poetry, drama, novels, and informational texts. The course focuses on interpretation of literary works, analysis of informational texts, and the development of oral and written communication skills in standard (formal) English. Students read "between the lines" to interpret literature and go beyond the text to discover how the culture in which a work of literature was created contributes to the theme and ideas it conveys. Analysis of the structure and elements of informational texts and media helps students develop the skills needed for academic success and the navigating the world. Students continue to acquire knowledge and skills in grammar, usage, mechanics, and vocabulary. Setting goals, self-monitoring progress, and reflecting on successes and challenges helps students become metacognitive learners. The course includes discussion activities that engage students in the curriculum while creating a sense of community. This course meets Common Core State Standards.

 0.5 credit course  tablet-ready course



Algebra

Students deepen their computational and problem-solving fluency through topics in linear relationships, functions, and geometry. Proportions are understood as special linear equations in which the constant of proportionality is the slope. Students also consider the fit of bivariate data with linear models. Students solve systems of two linear equations in two variables and relate those solutions to a representation in the coordinate plane. Functions are understood as a rule that determines a unique output for every input. Students apply functions and are able to translate between various representations. Geometry delves into translations, rotations, reflections, and dilations in the coordinate plane. Students also consider the angles created by the transversal of parallel lines. The Pythagorean Theorem is explored and used to find distances between points and to analyze polygons. Students also find volumes of cones, cylinders, and spheres. This course meets Common Core State Standards.

Fundamentals of Geometry and Algebra

Students enhance computational and problem-solving skills while learning topics in algebra, geometry, probability, and statistics. They solve expressions and equations in the context of perimeter, area, and volume problems, and to develop computational skills with fractions and decimals. The study of plane and solid figures includes construction and transformations of figures. Also in the context of problem solving, students add, subtract, multiply, and divide positive and negative integers, and solve problems involving ratios, proportions, and percentages, including simple and compound interest, rates, discount, tax, and tip problems. They learn multiple representations for communicating information such as graphs on the coordinate plane, statistical data and displays, and the results of probability and sampling experiments. Students investigate patterns involving addition, multiplication, and exponents, and apply number theory and computation to mathematical puzzles. This course meets Common Core State Standards.

Pre-Algebra

In this course, students take a broader look at computational and problem-solving skills while learning the language of algebra. Students extend their understanding of ratios to develop an understanding of proportions and solve problems, including scale drawings, percent increase and decrease, simple interest, and tax. They also extend their understanding of numbers and properties of operations to include rational numbers. Signed rational numbers are contextualized and students use rational numbers in constructing expressions and solving equations. Students derive formulas and solve two-dimensional area problems, including the area of composite figures. In three dimensions, students find surface area using formulas and nets. Students also compute the volume of three-dimensional objects, including cubes and prisms. Students make use of sampling techniques to draw inferences about a population, including comparative inferences about two populations. Students also investigate chance processes through experimental and theoretical probability models. This course meets Common Core State Standards.

 0.5 credit course  tablet-ready course



SCIENCE

Earth Science

Earth Science builds on the natural curiosity of students. The curriculum gives students an opportunity to relate to their everyday world by connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe. Students explore topics such as the fundamentals of geology, oceanography, meteorology, and astronomy; Earth's minerals and rocks; Earth's interior; plate tectonics, earthquakes, volcanoes, and the movements of continents; geology and the fossil record; the oceans and the atmosphere; and the solar system and the universe. Hands-on lesson activities and assignments help students discover how scientists investigate the living world.

Life Science

The Life Science program invites students to investigate the world of living things—at levels both large and small—by reading, observing, and experimenting with aspects of life on Earth. Students explore an amazing variety of organisms, the complex workings of the cell and cell biology, the relationship between living things and their environments, and discoveries in the world of modern genetics. Students tackle such topics as ecology, microorganisms, animals, plants, cells, animals, species, adaptation, heredity, genetics, and the history of life on Earth. Lesson activities and assignments help students discover how scientists investigate the living world.

Physical Science

The Physical Science program introduces students to many aspects of the physical world, focusing first on chemistry and then on physics. The course provides an overview of the physical world and gives students tools and concepts to think clearly about matter, atoms, molecules, chemical reactions, motion, force, momentum, work and machines, energy, waves, electricity, light, and other aspects of chemistry and physics. Among other subjects, students study the structure of atoms; the elements and the Periodic Table; chemical reactions; forces, including gravitational, motion, acceleration, and mass; and energy, including light, thermal, electricity, and magnetism.

 0.5 credit course  tablet-ready course



Family and Consumer Science ✖

In this course, students develop skills and knowledge to help them transition into adult roles within the family. They learn to make wise consumer choices, prepare nutritious meals, contribute effectively as part of a team, manage a household budget, and balance roles of work and family. They gain an appreciation for the responsibilities of family members throughout the life span and the contributions to the well-being of the family and the community.

Social Studies 6

In this sixth-grade course, students expand their understanding of history, civics and government, geography, economics, society, and culture by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. The two-semester course presents content in the following themes: Early Civilizations of Mesopotamia, Egypt, and Kush; Ancient Hebrews; Ancient Greece; the Persian Empire; Ancient Asia: Civilizations of India, China, and Japan; and Ancient Rome. Among other skills, Social Studies 6 equips students to sequence, categorize, and identify cause-and-effect relationships of important events of ancient times; understand, describe, and analyze similarities and differences within and among cultures; and describe how citizenship varies among different societies.

Social Studies 7

Seventh-grade students study world history, landforms and geography, money and economics, the powers and parallels of political science, sociology, and anthropology in this two-semester course. Social Studies 7 begins with the mysteries of the ancient empires of the Americas, moves on to the fall of the Roman Empire and the rise of the Franks in Europe, and covers revolutionary Europe, the Industrial Revolution, nationalism and Imperialism, World Wars I and II, colonial India, the United Nations, the Vietnam War, past and current issues in the Middle East, and ancient and modern Africa. The course concludes with an introduction to the Information and Space Ages.

Social Studies 8

This course builds on the concepts of geography, civics, and political societies, beginning with the world as it was in the 1500s. Periods and events covered in Social Studies 8 include the exploration of the New World, the establishment of the American colonies, the colonial era leading up the French and Indian War, the Revolutionary War, the development of American government, the War of 1812, the Louisiana Purchase, the Lewis and Clark exploration, Manifest Destiny, and the Mexican War. Students also explore immigration and abolition issues, the Civil War and Reconstruction, westward expansion, the development of the United States as a world power, World War I, the 1920s, the Great Depression, and World War II.

✖ 0.5 credit course



ELECTIVES

Art 6 ✖

In this one-semester course, students learn how to identify and discuss formal elements, principles of design, and stylistic characteristics found in artworks from various world regions. They explore the fundamental concepts of art, how to evaluate art, and how to discern the intended function of natural history museums through hands-on activities, discussions, written assignments, and objective assessments. The course begins with an orientation that provides an introduction to art appreciation and a timeline of ancient history. Students move on to study art from various world regions, including Mesopotamia and the Indus River Valley, Egypt, China and Japan, Greece, Italy, and the Americas.

Art 7 ✖

A follow-up course to Art 6, Art 7 continues students' instruction in the fundamental concepts of art, the evaluation of art, and understanding the mission of natural history museums. In this one-semester course, students explore world regions and study the unique art and architecture that defines the Medieval and Renaissance periods. Using relevant terminology, they learn how to identify and discuss formal elements, principles of design, and stylistic characteristics found in artworks from various world regions. Course content begins with a timeline of Medieval/Renaissance history and discussion of art criticism and is supplemented with hands-on activities, discussions, written assignments, and objective assessments.

Art 8 ✖

Art 8 is intended for eighth-grade students and is a follow-up course to Art 7. The one-semester course continues students' exploration of world regions as they study the unique art and architecture that defines modern-day civilizations. In Art 8, students learn how to converse with others about art and the function of art in modern society as they analyze artworks and identify valid resources for the study of art history and the applied arts. Students do hands-on activities, participate in discussions, turn in written assignments, and take assessments on art from India, China, Japan, Europe, the United States, the Americas, Africa, and the Pacific cultures. Course content includes instruction on writing about art and a discussion of art historians.

Career Explorations ✖

Intended for eighth-grade students, this one-semester course provides an overview of careers available today and helps students identify careers that may suit them. Course content covers the importance of work to individuals and society; the difference between a job and a career; identifying personal strengths, weaknesses, and interests and how they apply to possible careers; the importance of proper work etiquette; and an exploration of various careers in several career clusters. Students complete self-evaluations to determine which careers may be of interest to them. Assignments, including research and interviews, supplement the instructional content and provide a hands-on approach to creating a career plan for the future.

✖ 0.5 credit course



ELECTIVES

Health 6 ✖

This one-semester course for sixth-graders provides students with the knowledge and skills necessary for making healthy choices throughout their lives. In Health 6, students learn how to recognize unhealthy and risky behaviors, manage peer pressure, and develop strategies for improving personal and community health. They also gain an understanding of the many different influences on one's health and the interrelationships that occur between mental, physical, social, spiritual, and environmental health. Students have opportunities to demonstrate the skills they've learned in healthy decision making, problem solving, goal setting, effective communication, and refusal negotiation. Content is supplemented with vocabulary quizzes, discussion sessions with peers, multimedia interactive tutorials, lab activities, and interactions with the teacher.

Health 7 ✖

Health 7 is a one-semester course for seventh-graders that builds on content introduced in Health 6. The course begins with a unit on personal and community health. The next unit, on prevention and strategies for risky health behaviors, includes topics such as alcohol and drug abuse, violence, STDs and HIV infection, and nutrition and exercise. The third unit covers factors influencing health practices, behaviors, and attitudes; in this unit, students explore social factors, environmental factors, the media, and resources for health information. The fourth unit presents content to help students develop their communication skills and coping mechanism. The course concludes with a unit on decision making and life skills for healthy living.

Health 8 ✖

Designed for middle school students in the eighth grade, Health 8 gives students the knowledge and skills necessary to develop and maintain a healthful lifestyle. In this one-semester course, students learn health information and practices for understanding and managing many aspects of their physical, social, intellectual, spiritual, and emotional health throughout adolescence and into adulthood. Topics include nutrition; adolescent development; pregnancy and childbirth; the prevention of diseases, injuries, STDs, and AIDS; substances such as alcohol, drugs, tobacco, and steroids; anxiety disorders; relationships; responsibility; stress management; decision making; self-esteem; and consumer health. Vocabulary quizzes, discussion sessions with peers, interactive tutorials, lab activities, and interactions with the teacher supplement the instructional content.

Music 6 ✖

In this one-semester music appreciation course for sixth-graders, students learn foundational skills such as performing, listening, analyzing, and responding to music. They are exposed to fundamentals of music such as rhythm, harmony, form, and texture. They learn to read and write music notation and to create and arrange music within specified guidelines. Integrated assignments incorporate other areas of study such as science, social studies, and math.

✖ 0.5 credit course



Students are exposed to a wide variety of musical styles, including classical, jazz, blues, rock, pop, and bluegrass. They also learn about the use of technology in music, including MIDI, interactive programs, audio equipment, mixers, and recording equipment.

Music 7 ✖

After students complete this one-semester music appreciation course, which is a follow-up to Music 6, they will be able to analyze and evaluate music. The course begins with a study of the fundamentals of music such as musical notation, composition, harmony, rhythm, duration, and intensity. It then covers the role of technology, genre and style, social and cultural impact, and geographic diversity. Students complete activities that require higher critical thinking skills and integrate other areas of study such as math, social studies, and science. They learn to understand music's role in history, make critical judgments and informed music choices, and reflect on musical periods and styles.

Music 8 ✖

Music 8 is a one-semester music appreciation course for eighth-grade students that teaches them how to critically analyze music, use proper music terminology to describe musical concepts, and create music. The course includes fundamentals such as musical notation; the concepts of melody, harmony, tone, and pitch; the various families of musical instruments; and the function and benefits of rehearsal and practice sessions. Students learn about different genres of music, including classical, country, blues, Latin, and gospel. Integrated assignments incorporate other content areas of study such as social studies, science, and math. Students learn to relate music to geographic regions such as Africa, Asia, Central America, Europe, and North and South America.

Physical Education 6 ✖

Physical Education 6 is a one-semester course that introduces students to the essential principles that can help them live healthy, active lifestyles. Students learn about team sports, dance, and lifetime activities such as yoga/Pilates, kickboxing, golf, fitness walking, and badminton. They are introduced to a variety of dance styles from around the world, including square dance, folk dance, aerobic dance, hip hop, and rhythmic gymnastics. Students learn fitness basics, including target heart rate, fitness testing, goal setting, and weight training, and they learn the importance of warm-up and cool-down sessions. The course also addresses the concepts of conflict resolution and making smart choices. Fundamentals of nutrition are covered as well as the importance of getting adequate rest and maintaining a positive attitude.

✖ 0.5 credit course



Physical Education 7 ✖

Physical Education 7 is a one-semester course that exposes seventh-grade students to diverse activities, including rock climbing, orienteering, kickboxing, and table tennis. Course content includes multiple training methods, including cross training, plyometric training, core muscle training, and aerobic dance. Students learn about stress management exercises, including yoga/Pilates and breathing exercises. Fitness basics are presented, including target heart rate, fitness testing, and goal setting. Students learn about static and dynamic balance and about the science behind sports. Principles of strength training are covered, along with safety precautions one should take when lifting weights. At the end of this course, students can perform the Presidential Physical Fitness Tests and graph their scores.

Physical Education 8 ✖

Designed for eighth-grade students, Physical Education 8 teaches students to make informed decisions about fitness activities. Students learn about the role of physical activity in maintaining a healthy quality of life. Each student designs and participates in a fitness program that meets his or her individual fitness needs and interests and learns how to evaluate his or her personal physiological response to exercise. Course content covers the fundamentals of physical fitness and stress management and introduces students to a variety of lifetime sports and games, including canoeing, cycling, tennis, lawn games, and wall ball. Students learn how to apply the critical elements of multiple training methods, including aerobics, cardio bands, and kickboxing.

✖ 0.5 credit course



Middlebury Chinese 1

This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of high school Chinese I. Students begin their introduction to Mandarin Chinese by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course, and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning; become familiar with common vocabulary terms and phrases; comprehend a wide range of grammar patterns; participate in simple conversations and respond appropriately to basic conversational prompts; analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries; and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Middlebury Chinese 2

Students continue their language-learning adventure by progressing to this next level of middle school Mandarin Chinese. The instruction is equivalent to that found in the second semester of high school Chinese I. Students begin their introduction to Chinese by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course, and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning; become familiar with common vocabulary terms and phrases; comprehend a wide range of grammar patterns; participate in simple conversations and respond appropriately to basic conversational prompts; analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries; and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to ACTFL national standards.

✳ 0.5 credit course



French 1

Students receive a thorough grounding in the basics of the French language in this introductory, two-semester course. French 1 has been designed to meet ACTFL standards. These standards call for a method of teaching that focuses on successful communication through speaking, listening, reading, and writing. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams. Learning activities in each unit are focused on a specific theme.

Middlebury French 1

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

French 2

French 2 continues the learning process that began with French 1 and adheres to ACTFL standards. Instructional material introduces students to new grammar and vocabulary and allows them to build conversational and reading skills to cover many common situations in daily life. Unit topics include daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Unit activities blend different forms of communication and culture to ensure that standards are met. The successful completion of French 1 is a prerequisite for this course.

Middlebury French 2

Students continue their language-learning adventure by progressing to this next level of middle school French. The instruction is equivalent to that found in the second semester of high school French I. Students begin their introduction to French by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend

✖ 0.5 credit course



of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning; become familiar with common vocabulary terms and phrases; comprehend a wide range of grammar patterns; participate in simple conversations and respond appropriately to basic conversational prompts; analyze and compare cultural practices, products, and perspectives of various French-speaking countries; and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL.

German 1

German 1 provides an introduction to the basics of the German language and the German-speaking world. This two-semester course has been constructed to meet ACTFL standards that dictate a pedagogical method that focuses on successful communication through speaking, listening, reading, and writing. Unit topics consist of the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Middlebury German 1

This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of high school German I. Students begin their introduction to German by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning; become familiar with common vocabulary terms and phrases; comprehend a wide range of grammar patterns; participate in simple conversations and respond appropriately to basic conversational prompts; analyze and compare cultural practices, products, and perspectives of various German-speaking countries; and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL.

✳ 0.5 credit course



German 2

Instructional content in German 2 introduces students to new grammar and vocabulary and allows them to build conversational and reading skills to cover many common situations in daily life. Like German 1, this follow-up course adheres to ACTFL standards. Learning activities in each unit are focused on a specific theme. The units for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Students must successfully complete German 1 in order to enroll in this course.

Middlebury German 2

Students continue their language-learning adventure by progressing to this next level of middle school German. The instruction is equivalent to that found in the second semester of high school German I. Students begin their introduction to German by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning; become familiar with common vocabulary terms and phrases; comprehend a wide range of grammar patterns; participate in simple conversations and respond appropriately to basic conversational prompts; analyze and compare cultural practices, products, and perspectives of various German-speaking countries; and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL.

Middlebury Latin 1

This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of high school Latin I. Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept; reading comprehension activities; writing activities; multimedia culture, history, and mythology presentations; and interactive activities and practices that reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge School of Latin; therefore,

✳ 0.5 credit course



students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning; become familiar with common vocabulary terms and phrases; comprehend a wide range of grammar patterns; understand and analyze the cultural and historical contexts of the ancient sources they study; and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to ACTFL national standards.

Middlebury Latin 2

Students continue their language-learning adventure by progressing to this next level of middle school Latin. The instruction is equivalent to that found in the second semester of high school Latin I. Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept; reading comprehension activities; writing activities; multimedia culture, history, and mythology presentations; and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge School of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning; become familiar with common vocabulary terms and phrases; comprehend a wide range of grammar patterns; understand and analyze the cultural and historical contexts of the ancient sources they study; and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to ACTFL national standards.

Spanish 1

Spanish 1 gives students an introduction to the basics of the Spanish language and the Spanish-speaking world. This two-semester course aligns with ACTFL national standards, which dictate a pedagogical method that focuses on successful communication through speaking, listening, reading, and writing. Course unit topics include the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

✳ 0.5 credit course



Middlebury Spanish 1

This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of high school Spanish I. Students begin their introduction to Spanish by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning; become familiar with common vocabulary terms and phrases; comprehend a wide range of grammar patterns; participate in simple conversations and respond appropriately to basic conversational prompts; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL.

Spanish 2

Students receive additional grounding in grammar and vocabulary in this two-semester course. Instructional material encourages students to build conversational and reading skills to cover many common situations in daily life. Like Spanish 1, this follow-up course adheres to ACTFL standards. Learning activities in each unit are focused on a specific theme. The units for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Students must successfully complete Spanish 1 in order to enroll in this course.

Middlebury Spanish 2

Students continue their language-learning adventure by progressing to this next level of middle school Spanish. The instruction is equivalent to that found in the second semester of high school Spanish I. Students begin their introduction to Spanish by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning; become familiar with common

✳ 0.5 credit course



vocabulary terms and phrases; comprehend a wide range of grammar patterns; participate in simple conversations and respond appropriately to basic conversational prompts; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL.

World Language Survey ✳

This course introduces students to six different world languages within 18 weeks. The languages in this course include Spanish, French, German, Latin, Chinese, and Japanese. Each language is taught in a three-week period. This multilingual course is designed to give students an opportunity to gain understanding of a language that they might want to further study in the future. Each language is equally represented, thus allowing the student to conceptualize and practice each language one at a time. The course takes a multi-perspective approach for teaching the culture of the people that speak the language along with fundamental communication skills in the target language. Activities that engage students and make language learning exciting and fun are incorporated to build acquisition. The languages are taught using the communicative method that combines listening, speaking, reading, and writing in the target language with the use of multimedia resources.

✳ 0.5 credit course



Journalism ✖

Who? What? When? Where? In this course, students learn how to gather information, organize ideas, format stories for different forms of news media, and edit their stories for publication.

Photography ✖

Students see photographs every day on television, on the Internet, and in magazines and newspapers. What makes a great photograph? How did the artist capture a story? What are careers in photography? In this course, students learn and apply fundamental skills to use a camera and take photographs of animals, people, and landscapes. Students gain an understanding of how photography can be a means of documentation or high art. Students examine photographic careers and explore self-reflection to progress their creative growth as they develop a photographic portfolio. This course helps students select subjects, take a photograph, and print and display memories!

✖ 0.5 credit course ¹ premium pricing may apply

FuelEd Online Courses

High School Course List / 2015–2016

English

AP English Language and Composition 
AP English Literature and Composition 
American Literature 
British and World Literature 
Creative Writing
English Foundations I 
English Foundations II 
Grammar and Composition
Journalism 
Literary Analysis and Composition I 
Literary Analysis and Composition II 
Public Speaking 

Math

AP Calculus AB 
AP Calculus BC
AP Statistics 
Algebra I 
Algebra II 
Calculus
Consumer Math
Continuing Algebra
Developmental Algebra
Geometry 
Integrated Math 
Integrated Mathematics I
Integrated Mathematics II
Integrated Mathematics III
Math Foundations I 
Math Foundations II 
Personal Finance 
Practical Math 
Pre-Algebra 
Pre-Calculus/Trigonometry 
Probability and Statistics 

Science

AP Biology
AP Environmental Science
Biology 
Chemistry 
Earth Science 
Environmental Science 
Forensic Science 
Physical Science 
Physics 

History and Social Sciences

AP Macroeconomics 
AP Microeconomics 
AP Psychology 
AP U.S. Government and Politics 
AP World History 
Anthropology 
Civics 
Contemporary World Issues
Economics 
Family and Consumer Science 
Geography
Modern U.S. History 
Modern World Studies 
Psychology 
U.S. and Global Economics 
U.S. Government and Politics 
Modern World Studies 
U.S. History 
World History 

Technology and Computer Science

3D Art I: Modeling 
3D Art II: Animation 
Audio Engineering 
C++ Programming 
Computer Fundamentals
Computer Literacy 
Computer Science 
Digital Arts I 
Digital Arts II 
Digital Photography 
Engineering Design/CAD 
Game Design 
Green Design and Technology 
Image Design and Editing 
Programming I: VB.NET 
Programming II: Java 
Web Design 

Additional Electives

Accounting
Achieving Your Career and College Goals 
Driver Safety 
Fine Art 
Introduction to Entrepreneurship I 
Introduction to Entrepreneurship II 
Introduction to Marketing I 
Introduction to Marketing II 
Life Skills 
Music Appreciation 
Nutrition and Wellness 
Physical Education
Reaching Your Academic Potential 
Service Learning 
Skills for Health 

 0.5 credit course  new course  includes virtual labs

FuelEd Online Courses

High School Course List (continued) / 2015–2016

World Languages

AP French Language and Culture
 AP Spanish Language and Culture
 French I
 Middlebury French I
 Middlebury French I (Fluency)
 French II
 Middlebury French II
 Middlebury French II (Fluency)
 French III
 Middlebury French III
 French IV
 German I
 Middlebury German I
 German II
 Middlebury German II
 German III
 German IV
 Japanese I
 Japanese II
 Latin I
 Middlebury Latin I
 Latin II
 Middlebury Latin II
 Mandarin (Chinese) I
 Middlebury Chinese I
 Middlebury Chinese I (Fluency)
 Mandarin (Chinese) II
 Middlebury Chinese II
 Middlebury Chinese II (Fluency)
 Spanish I
 Middlebury Spanish I
 Middlebury Spanish I (Fluency)
 Spanish II
 Middlebury Spanish II
 Middlebury Spanish II (Fluency)
 Spanish III
 Middlebury Spanish III
 Spanish IV

eDynamic Learning Electives¹

Archaeology ✖
 Art in World Cultures ✖
 Astronomy ✖
 Biotechnology ✖ N
 Careers in Criminal Justice ✖
 Cosmetology ✖
 Criminology ✖
 Early Childhood Education ✖
 Fashion and Interior Design ✖
 Gothic Literature ✖
 Great Minds in Science ✖
 Health Science I ✖ N
 Health Science II ✖ N
 History of the Holocaust ✖
 Hospitality and Tourism ✖
 International Business ✖
 Introduction to Agriscience ✖
 Introduction to Culinary Arts ✖
 Introduction to Manufacturing ✖ N
 Introduction to Social Media ✖
 Law and Order/Legal Studies ✖
 Mythology and Folklore ✖
 Peer Counseling ✖
 Philosophy ✖
 Real World Parenting ✖
 Social Problems I ✖
 Social Problems II ✖
 Sociology I ✖
 Sociology II ✖
 Sports and Entertainment Marketing ✖
 Veterinary Science ✖
 World Religions ✖

Credit Recovery

Language Arts

English I E
 English II E
 English III E
 English IV E

Math

Algebra I E
 Algebra II
 Geometry E

Science

Biology E
 Chemistry E
 Earth Science E
 Physical Science E

Social Studies

American Government ✖ E
 American History E
 Economics ✖ E
 Geography E
 World History E

Electives

Health ✖ E
 Physical Education ✖
 Spanish I

✖ 0.5 credit course N new course E English language learner-supported content ¹ premium pricing may apply

FuelEd Online Courses

High School Course Level Definitions

Core

In **FuelEd Core courses**, topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong study skills. Rich, engaging content with interactive demonstrations and activities help students absorb and retain information.

Comprehensive

In **FuelEd Comprehensive courses**, students do more extensive writing and research projects and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in Core courses.

Honors

FuelEd Honors courses hold students to a greater degree of accountability and demand even greater independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources.

AP

FuelEd AP courses are college-level courses that follow curriculum specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at most of the nation's colleges and universities. Our AP® courses include a companion AP Exam Review course that provides practice for multiple choice exams and essay writing; and it provides students an individualized study plan based on their results.

Remediation

FuelEd Remediation courses are designed to build foundational skills in math and English—guiding students through the competencies and knowledge needed for success in high school.

Credit Recovery

FuelEd Credit Recovery courses are tailored for students who need extra help in mastering content by using simplified explanations, interactive lessons with narrated audio clips, and vocabulary links. Most courses include ELL support.



AP English Language and Composition

Students learn to understand and analyze complex works by a variety of authors. They explore the richness of language, including syntax, imitation, word choice, and tone. They also learn composition style and process, starting with exploration, planning, and writing. This continues with editing, peer review, rewriting, polishing, and applying what they learn to academic, personal, and professional contexts. In this equivalent of an introductory college-level survey class, students prepare for the AP Exam and for further study in communications, creative writing, journalism, literature, and composition.

Prerequisites: Honors Literary Analysis and Composition II (or equivalent) or Honors American Literature (or equivalent), and teacher/school counselor recommendation

AP English Literature and Composition

In this course, the equivalent of an introductory college-level survey class, students are immersed in novels, plays, poems, and short stories from various periods. Students read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and discussions. The course places special emphasis on reading comprehension, structural and critical analyses of written works, literary vocabulary, and recognizing and understanding literary devices. Students prepare for the AP Exam and for further study in creative writing, communications, journalism, literature, and composition.

Prerequisites: Honors Literary Analysis and Composition II (or equivalent) or Honors American Literature (or equivalent), and teacher/school counselor recommendation

American Literature (Core)

In this genre-based course, students sharpen their reading comprehension skills and analyze important themes in classic and modern works of American literature, including short stories, poetry, drama, and novels. Students refine their skills of written expression by writing memoirs, persuasive essays, research essays, workplace documentation, and more. They develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

Literature: Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important themes in American literature.

Language Skills: Students continue to work on their oral and written expression skills, writing a variety of essays, including memoirs, persuasive and research essays, and workplace documentation. Students plan, organize, and revise their essays in response to feedback.

Prerequisites: Literary Analysis and Composition II (Core) or equivalent

 0.5 credit course  new course



American Literature (Comprehensive)

In this course, students read and analyze works of American literature from colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

Prerequisites: Literary Analysis and Composition II (Comprehensive) or equivalent

Honors American Literature

In this course, students read and analyze works of American literature from colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests. Students enrolled in this challenging course will also complete independent projects that deepen their understanding of the themes and ideas presented in the curriculum.

Prerequisites: Honors Literary Analysis and Composition II (or equivalent) and teacher/school counselor recommendation

British and World Literature (Core)

British and World Literature is a genre-based course in which students sharpen their reading comprehension skills and analyze important themes in classic and modern works of British and world literature, including short stories, poetry, drama, and novels. Students refine their skills of written expression by writing narrative essays, persuasive essays, research papers, workplace documentation, and more. They develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

Literature: Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important themes.

Language Skills: Students continue to work on their oral and written expression skills, writing a variety of essays including expository, persuasive, and research essays, and workplace documentation. Students plan, organize, and revise their essays in response to feedback.

Prerequisites: American Literature (Core) or equivalent

British and World Literature (Comprehensive)

Students read and analyze works of British and world literature that reflect the rich and diverse history of the Western world. As students progress through centuries of literature in a loose chronological arrangement, they will see how British and world literature has been shaped by

 0.5 credit course  new course



concerns, values, and ideas that have intrigued, delighted, and challenged people throughout time. Throughout the course, poetry, short stories, novels, drama, and nonfiction provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

Prerequisites: American Literature (Comprehensive) or equivalent

Honors British and World Literature

Students read and analyze works of British and world literature that reflect the rich and diverse history of the Western world. As students progress through centuries of literature in a loose chronological arrangement, they will see how British and world literature has been shaped by concerns, values, and ideas that have intrigued, delighted, and challenged people throughout time. Throughout the course, poetry, short stories, novels, drama, and nonfiction provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests. Students enrolled in this challenging course will also complete independent projects that extend their knowledge and deepen their understanding of the themes and ideas presented in the curriculum.

Prerequisites: Honors Literary Analysis and Composition II (or equivalent) or Honors American Literature (or equivalent), and teacher/school counselor recommendation

Creative Writing

Students explore a range of creative writing genres, including fiction, poetry, creative nonfiction, drama, and multimedia writing. Students study examples of writing through classic and contemporary selections and apply that knowledge and understanding to their writing. In addition, students develop an intimate understanding of the writing process and its application to various projects. As students move through the course, they will understand and evaluate the writings of others, and be able to apply the evaluation criteria to their own writing. By the end of the course, students will have created a well-developed portfolio of finished written works. Learning activities include reading; listening; discussing; writing; multiple choice games; self-check activities; and reflective journals. The unit structure includes the broader idea of the unit as defined by the main heading. Units include a combination of activities and culminate in a submittal of the finished unit project. Unit projects will be developed in phases throughout each section of the unit. Unit lessons and performance tasks have been scaffolded carefully to help students achieve deeper levels of understanding.

Prerequisites: None

 0.5 credit course  new course



English Foundations I (Remediation)

Students build and reinforce foundational reading, writing, and basic academic skills needed for success in high school. Through carefully paced, guided instruction, and graduated reading levels, students improve reading comprehension and strategies, focusing on literacy development at the critical stage between decoding and making meaning from text. Instruction and practice in writing skills help students develop their composition skills in a variety of formats. If needed, students can continue their remediation of reading and writing skills with English Foundations II.

Prerequisites: Teacher/school counselor recommendation

English Foundations II (Remediation)

Students build and reinforce foundational reading, writing, and basic academic skills needed for success in high school. Struggling readers develop mastery in reading comprehension, vocabulary building, study skills, and media literacy. Students build confidence in writing fundamentals by focusing on composition in a variety of formats, grammar, style, and media literacy.

Prerequisites: Teacher/school counselor recommendation; English Foundations I is not required

Grammar and Composition

This refresher course helps students improve their understanding of grammar and usage basics and enhance their communication skills through writing exercises and discussions with their peers. Students start by completing a diagnostic writing assignment to identify strengths and areas for improvement. They receive step-by-step instruction on the writing process, follow activities to develop their grammar skills, and have multiple opportunities to practice formal and informal writing. Students use literature and expository pieces as models for their own writing. They participate in threaded online conversations with the teacher and their fellow students to discuss their writing, receive constructive feedback for revision, and comment on other students' work. Throughout the course, rubrics help students remember what is expected of them and help them produce their best work.

Prerequisites: None

Journalism

Students are introduced to the historical importance of journalism in America. They study the basic principles of print and online journalism as they examine the role of printed news media in our society. They learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students conduct interviews, research, write, and design their own publications.

Prerequisites: None

 0.5 credit course  new course



Literary Analysis and Composition I (Core)

In this course, students work on their written and oral communication skills, while strengthening their ability to understand and analyze works of literature, both classic and modern.

Literature: Students read short stories, poetry, drama, novels, essays, and informative articles. The course sharpens reading comprehension skills and engages readers in literary analysis as they consider important human issues and challenging ideas. Students also learn to read for information in nonfiction texts.

Language Skills: Students learn to express their ideas effectively. They sharpen their composition skills through focus on writing good paragraphs and essays in a variety of genres such as persuasive and research essays. Students plan, organize, and revise written works in response to feedback on drafts. In grammar, usage, and mechanics lessons, students expand their understanding of parts of speech, phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Vocabulary lessons build knowledge of Greek and Latin words that form the roots of many English words. Students use word origins and derivations to determine the meaning of new words as they increase their vocabularies.

Prerequisites: Middle school English/language arts

Literary Analysis and Composition I (Comprehensive)

This course challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres.

Literature: Students read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches. The course guides students in the close reading and critical analysis of classic works of literature, and helps them appreciate the texts and the contexts in which the works were written. Literary selections range from classic works such as Shakespeare's *Romeo and Juliet* to contemporary pieces by authors such as Maya Angelou.

Language Skills: Students broaden their composition skills by examining model essays in various genres by student and published writers. Through in-depth planning, organizing, drafting, revising, proofreading, and feedback, they hone their writing skills. Students build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online activities (Skills Updates). Student vocabularies are enhanced through the study of Greek and Latin root words, improving students' ability to decipher the meanings of new words.

Prerequisites: Middle school English/language arts



Honors Literary Analysis and Composition I

This course challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres. Students enrolled in this course work on independent projects that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

Literature: Students read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches. The course guides students in the close reading and critical analysis of classic works of literature, and helps them appreciate the texts and the contexts in which the works were written. Literary selections range from the Greek tragedy *Antigone* to Shakespeare's *Romeo and Juliet* to contemporary pieces by authors such as Annie Dillard and Maya Angelou.

Language Skills: Students broaden their composition skills by examining model essays in various genres by student and published writers. Through in-depth planning, organizing, drafting, revising, proofreading, and feedback, they hone their writing skills. Students build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online activities. Student vocabularies are enhanced through the study of Greek and Latin root words, improving students' ability to decipher the meanings of new words.

Prerequisites: Middle school English/language arts and teacher/school counselor recommendation

Literary Analysis and Composition II (Core)

In this course, students build on their language skills while reading classic and modern works of literature and improving their writing skills.

Literature: Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important human issues.

Language Skills: Students continue to work on their oral and written expression skills, writing a variety of essays, including persuasive and research essays. Students plan, organize, and revise their essays in response to feedback. They build on their skills in grammar, usage, and mechanics by studying parts of speech, phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Thematic units focus on word roots, suffixes and prefixes, context clues, and other strategies to help students strengthen their vocabularies.

Prerequisites: Literary Analysis and Composition I (Core) or equivalent



Literary Analysis and Composition II (Comprehensive)

In this course, students build on existing literature and composition skills and move to higher levels of sophistication.

Literature: Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Authors include W. B. Yeats, Sara Teasdale, Langston Hughes, Robert Frost, Edgar Allan Poe, Nathaniel Hawthorne, Kate Chopin, Amy Tan, and Richard Rodriguez. Students read Shakespeare’s *Macbeth*. They are offered a choice of novels and longer works to study, including works by Jane Austen, Charles Dickens, Elie Wiesel, and many others.

Language Skills: In this course, students become more proficient writers and readers. In composition lessons, students analyze model essays from readers’ and writers’ perspectives, focusing on ideas and content, structure and organization, style, word choice, and tone. Students receive feedback during the writing process to help them work toward a polished final draft. In addition to writing formal essays, resumes, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Unit pretests identify skills to address more fully. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

Prerequisites: Literary Analysis and Composition I (Comprehensive) or equivalent

Honors Literary Analysis and Composition II

In this course, students build on existing literature and composition skills and move on to higher levels of sophistication. Students work on independent projects that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

Literature: Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Authors include W. B. Yeats, Sara Teasdale, Langston Hughes, Robert Frost, Edgar Allan Poe, Nathaniel Hawthorne, Kate Chopin, Amy Tan, Richard Rodriguez, and William Shakespeare. Students have a choice of novels and longer works to study, including works by Jane Austen, Charles Dickens, and Elie Wiesel.

Language Skills: In this course, students become more proficient writers and readers. In composition lessons, students analyze model essays from readers’ and writers’ perspectives, focusing on ideas and content, structure and organization, style, word choice, and tone. Students receive feedback during the writing process to help them work toward a polished final draft. In addition to writing formal essays, résumés, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Unit

 0.5 credit course  new course



pretests identify skills to address more fully. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

Prerequisites: Honors Literary Analysis and Composition I or equivalent and teacher/school counselor recommendation

Public Speaking ✖ N

Students are introduced to public speaking as an important component of their academic, work, and social lives. They study public speaking occasions and develop skills as fair and critical listeners, or consumers, of spoken information and persuasion. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches to diverse audiences. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They study how to incorporate well-designed visual and multimedia aids in presentations and how to maintain a credible presence in the digital world. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety.

Prerequisites: None

✖ 0.5 credit course N new course



AP Calculus AB

This course is the equivalent of an introductory college-level calculus course. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. Students learn to evaluate the soundness of proposed solutions and apply mathematical reasoning to real-world models. Students also learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Students prepare for the AP Exam and further studies in science, engineering, and mathematics.

Prerequisites: Honors Geometry, Honors Algebra II, Pre-Calculus/Trigonometry (or equivalents), and teacher/school counselor recommendation

AP Calculus BC

This course is the equivalent of an introductory college-level calculus course. In this course, students study functions, limits, derivatives, integrals, and infinite series. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. Students learn to evaluate the soundness of proposed solutions and apply mathematical reasoning to real-world models. Students also learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Students prepare for the AP Exam and further studies in science, engineering, and mathematics.

Prerequisites: Honors Geometry, Honors Algebra II, Pre-Calculus/Trigonometry (or equivalents), and teacher/school counselor recommendation

AP Statistics

This course is the equivalent of an introductory college-level course. Statistics—the art of drawing conclusions from imperfect data and the science of real-world uncertainties—plays an important role in many fields. Students collect, analyze, graph, and interpret real-world data. They learn to design and analyze research studies by reviewing and evaluating examples from real research. Students prepare for the AP Exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.

Prerequisites: Honors Algebra II (or equivalent) and teacher/school counselor recommendation

 0.5 credit course  new course



Algebra I (Core)

In this course, students explore the tools of algebra. Students learn to identify the structure and properties of the real number system; complete operations with integers and other rational numbers; work with square roots and irrational numbers; graph linear equations; solve linear equations and inequalities in one variable; solve systems of linear equations; use ratios, proportions, and percentages to solve problems; use algebraic applications in geometry, including the Pythagorean theorem and formulas for measuring area and volume; complete an introduction to polynomials; and understand logic and reasoning.

Prerequisites: Pre-Algebra (Core) or equivalent

Algebra I (Comprehensive)

Students develop algebraic fluency by learning the skills needed to solve equations and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Topics include simplifying expressions involving variables, fractions, exponents, and radicals; working with integers, rational numbers, and irrational numbers; graphing and solving equations and inequalities; using factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulating valid mathematical arguments using various types of reasoning; and translating word problems into mathematical equations and then using the equations to solve the original problems. Compared to Algebra I (Core), this course has a more rigorous pace and more challenging assignments and assessments. It covers additional topics, including translating functions, higher degree roots, and more complex factoring techniques.

Prerequisites: Pre-Algebra (Comprehensive) or equivalent

Honors Algebra I

This course prepares students for more advanced courses while they develop algebraic fluency, learn the skills needed to solve equations, and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Topics include simplifying expressions involving variables, fractions, exponents, and radicals; working with integers, rational numbers, and irrational numbers; graphing and solving equations and inequalities; using factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulating valid mathematical arguments using various types of reasoning; and translating word problems into mathematical equations and then using the equations to solve the original problems. This course includes all the topics in Algebra I (Comprehensive), but includes more challenging assignments and optional challenge activities. Each semester also includes an independent honors project.

Prerequisites: Success in previous math course and teacher/school counselor recommendation

 0.5 credit course  new course



Algebra II (Core)

This course builds upon algebraic concepts covered in Algebra I. Students solve open-ended problems and learn to think critically. Topics include conic sections, functions and their graphs, quadratic functions, inverse functions, and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis.

Prerequisites: Algebra I (Core) and Geometry (Core) or equivalents

Algebra II (Comprehensive)

This course builds upon algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include conic sections, functions and their graphs, quadratic functions, inverse functions, and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis.

Prerequisites: Algebra I (Comprehensive) and Geometry (Comprehensive) or equivalents

Honors Algebra II

This course builds upon advanced algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include functions and their graphs, quadratic functions, complex numbers, and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; probability; statistics; and conic sections. Students work on additional challenging assignments, assessments, and research projects.

Prerequisites: Algebra I (Comprehensive) or Honors Algebra I, Geometry (Comprehensive) or Honors Geometry (or equivalents), and teacher/school counselor recommendation

Calculus (Comprehensive)

This course provides a comprehensive survey of differential and integral calculus concepts, including limits, derivative and integral computation, linearization, Riemann sums, the fundamental theorem of calculus, and differential equations. Content is presented across ten units and covers various applications, including graph analysis, linear motion, average value, area, volume, and growth and decay models. In this course, students use an online textbook that supplements the instruction they receive and provides additional opportunities to practice using the content they've learned. Students will use an embedded graphing calculator applet (GCalc) for their work on this course; the software for the applet can be downloaded at no charge.

Prerequisites: Pre-Calculus/Trigonometry (or equivalent)

 0.5 credit course  new course



Consumer Math (Core)

In Consumer Math, students study and review arithmetic skills they can apply in their personal lives and in their future careers. The first semester of the course begins with a focus on occupational topics; it includes details on jobs, wages, deductions, taxes, insurance, recreation and spending, and transportation. In the second semester, students learn about personal finances, checking and savings accounts, loans and buying on credit, automobile expenses, and housing expenses. Narrated slideshows help illustrate some of the more difficult content. Throughout the course, students participate in online discussions with each other and their teacher.

Prerequisites: None

Continuing Algebra (Core)

This is the second course in a two-year algebra sequence. In this course, students build on what they learned in Developmental Algebra to complete their knowledge of all topics associated with a deep understanding of Algebra I. They learn about relations and functions, radicals and radical expressions, polynomials and their graphs, factoring expressions and using factoring to solve equations, solving quadratics, rational expressions; and logic and reasoning.

Prerequisites: Developmental Algebra (or equivalent)

Developmental Algebra (Core)

This is the first course in a two-year algebra sequence that concludes with Continuing Algebra. In this course, students begin to explore the tools and principles of algebra. Students learn to identify the structure and properties of the real number system, complete operations with integers and other rational numbers, work with square roots and irrational numbers, graph linear equations, solve linear equations and inequalities in one variable, and solve systems of linear equations. Sophisticated virtual manipulatives and online graphing tools help students visualize algebraic relationships. Developmental Algebra covers fewer topics than a one-year algebra course, providing students with more time to learn and practice key concepts and skills. After completing Developmental Algebra, students will be prepared to take Continuing Algebra.

Prerequisites: Pre-Algebra (or equivalent)

Geometry (Core)

Students learn to recognize and work with core geometric concepts in various contexts. They develop sound ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry; and a solid, basic understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points,

 0.5 credit course  new course



lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three dimensional solids; geometric constructions; symmetry; and the use of transformations.

Prerequisites: Algebra I (Core) or equivalent

Geometry (Comprehensive)

In this comprehensive course, students are challenged to recognize and work with geometric concepts in various contexts. They build on ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry. They develop deeper understandings of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; the use of transformations; and non-Euclidean geometries.

Prerequisites: Algebra I (Comprehensive) or equivalent

Honors Geometry

Students work with advanced geometric concepts in various contexts. They build in depth ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry. They also develop a sophisticated understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; the use of transformations; and non-Euclidean geometries. Students work on additional challenging assignments, assessments, and research projects.

Prerequisites: Algebra I (Comprehensive) or Honors Algebra I (or equivalent) and teacher/school counselor recommendation

Integrated Math

This course helps students develop mathematical skills that enable them to solve problems and use reason and logic in math courses. Integrated Math gives the main overview of the many mathematical disciplines; topics include number sense, operations, algebraic sense, introduction to probability, geometric figures, geometric movement, measurement, and a more in-depth look at probability (including permutations and combination). Content is expressed in everyday mathematical language and notations to help students learn to apply the skills in a variety of applications. Instruction is supplemented with self-check quizzes, audio tutorials, web quests, and interactive games that engage students in the content they are learning.

Prerequisites: Algebra I

 0.5 credit course  new course



Integrated Mathematics I

This first-year high school integrated math course focuses on linear and simple exponential models. The course contrasts linear behavior with exponential behavior, and uses both linear and simple exponential equations as models. Students learn about and work extensively with functions—analyzing function properties and behavior, creating new functions from known functions, and applying functions to various continuous and discrete situations. The statistics in the course focus on modeling. Geometry topics covered in the course include constructions, transformations, similarity, and congruence—and students use the Pythagorean theorem in analytic geometry contexts.

Prerequisites: Pre-Algebra (or equivalent)

Integrated Mathematics II

Integrated Mathematics II, a second-year high school math course, focuses on extending the number system to include irrational and complex numbers as well as computation with quadratic polynomials. The course continues with quadratic expressions, equations, and functions, including making comparisons to their linear and exponential counterparts, covered in Integrated Mathematics I. The course also introduces conditional probability as a way to make better decisions when given limited information. Geometry topics covered in the course include similarity, right triangle trigonometry, and volume. Students use the tools of analytic geometry, synthesizing algebra, and geometry concepts to describe circles and parabolas in the coordinate plane.

Prerequisites: Integrated Mathematics I (or equivalent)

Integrated Mathematics III

In this third-year high school math course, students encounter unified instruction reviewing and expanding all previous high school math topics. First, they extend their work on polynomials beyond quadratics to graphing, problem solving, and working with rational expressions. Next, they use statistical and probability tools, such as the standard normal distribution, to understand data. Students make inferences using simulations, experiments, and surveys. In geometry, they extend trigonometric concepts to general triangles and use trigonometric functions to model periodic processes. Finally, students substantially use mathematical modeling by making use of well-developed skills with various mathematical tools.

Prerequisites: Integrated Mathematics II (or equivalent)

Math Foundations I (Remediation)

Students build and reinforce foundational math skills typically found in third through fifth grade for which they have not achieved mastery. They progress through carefully paced, guided instruction and engaging interactive practice. If needed, students can move on to Math Foundations II (addressing skills typically found in sixth through eighth grade) to further develop

 0.5 credit course  new course



the computational skills and conceptual understanding needed to undertake high school math courses with confidence.

Prerequisites: Teacher/school counselor recommendation

Math Foundations II (Remediation)

Students build and reinforce foundational math skills typically found in sixth through eighth grade, achieving the computational skills and conceptual understanding needed to undertake high school math courses with confidence. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. This course is appropriate for use as remediation at the high school level or as a bridge to high school.

Prerequisites: Teacher/school counselor recommendation; Math Foundations I is not required

Personal Finance

In this introductory finance course, students learn basic principles of economics and best practices for managing their own finances. Students learn core skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses. They gain a deeper understanding of capitalism and other systems so they can better understand their role in the economy of society. Students are inspired by experiences of finance professionals and stories of everyday people and the choices they make to manage their money.

Prerequisites: None

Practical Math (Core)

In this course, students use math to solve real-world problems—and real-world problems to solidify their understanding of key mathematical topics. Data analysis, math modeling, and personal finance are key themes in this course. Specific topics of study include statistics, probability, graphs of statistical data, regression, finance, and budgeting. In addition, students learn how to use several mathematical models involving algebra and geometry to solve problems. Proficiency is measured through frequent online and offline assessments as well as class participation. Units focused on projects also allow students to apply and extend their math skills in real-world cases.

Prerequisites: Algebra I and Geometry

Pre-Algebra (Core)

In this course, students learn computational and problem-solving skills and the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph

 0.5 credit course  new course



different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and explain strategies for solving real-world problems. The textbook provides students with a ready reference and explanations that supplement the online material. Online lessons provide demonstrations of concepts as well as interactive problems with contextual feedback.

Prerequisites: Middle school Fundamentals of Geometry and Algebra or Math Foundations II (or equivalents)

Pre-Algebra (Comprehensive)

In this course, students take a broader look at computational and problem-solving skills while learning the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and explain strategies for solving real-world problems. Online lessons provide demonstrations of key concepts as well as interactive problems with contextual feedback. A textbook supplements the online material.

Prerequisites: Middle school Fundamentals of Geometry and Algebra (or equivalent)

Pre-Calculus/Trigonometry (Comprehensive)

Pre-calculus weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics include linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections in the first semester. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Cross-curricular connections are made throughout the course to calculus, art, history, and a variety of other fields related to mathematics.

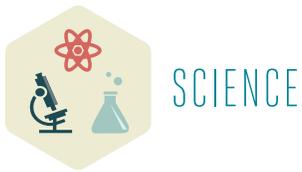
Prerequisites: Geometry (Comprehensive) and Algebra II (Comprehensive) or equivalents

Probability and Statistics (Comprehensive)

Students learn counting methods, probability, descriptive statistics, graphs of data, the normal curve, statistical inference, and linear regression. Proficiency is measured through frequent online and offline assessments as well as asynchronous discussions. Problem-solving activities provide an opportunity for students to demonstrate their skills in real world situations.

Prerequisites: Algebra II (Core) or equivalent

 0.5 credit course  new course



AP Biology

This course guides students to a deeper understanding of biological concepts, including the diversity and unity of life, energy and the processes of life, homeostasis, and genetics. Students learn about regulation, communication, and signaling in living organisms, and interactions of biological systems. Students carry out a number of learning activities, including readings, interactive exercises, extension activities, hands-on and virtual laboratory experiments, and practice assessments. These activities are designed to help students gain an understanding of the science process and critical-thinking skills necessary to answer questions on the AP Biology Exam. The content aligns to the sequence of topics recommended by the College Board.

Prerequisites: Biology, Chemistry, Algebra I, and teacher/school counselor recommendation required; success in Algebra II highly recommended

AP Environmental Science

Students examine the natural world's interrelationships in AP Environmental Science. During this two-semester course, they identify and analyze environmental problems and their effects and evaluate the effectiveness of proposed solutions. They learn to think like environmental scientists as they make predictions based on observation, write hypotheses, design and complete field studies and experiments, and reach conclusions based on the analysis of resulting data. Students apply the concepts of environmental science to their everyday experiences, current events, and issues in science, politics, and society. The course provides opportunities for guided inquiry and student-centered learning that build critical thinking skills. Prerequisites for enrollment include two years of prior coursework in laboratory sciences (Biology, Chemistry, Earth Science, or Physics).

Prerequisites: Successful completion of honors or advanced-level high school science courses and teacher/school counselor recommendation

Biology (Core)

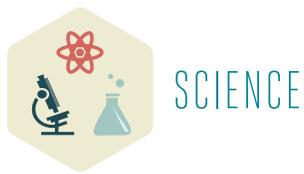
In this course, students focus on the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. Students follow a program of online study days alternating with review-and-assessment days. Lessons include extensive animations, hands-on laboratory activities, reference book study, and collaborative activities with virtual classmates.

Prerequisites: Middle school Life Science (or equivalent)

Biology (Comprehensive)

In this comprehensive course, students investigate the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program

 0.5 credit course  new course  includes virtual labs



consists of in-depth online lessons, including extensive animations, an associated reference book, collaborative explorations, virtual laboratories, and hands-on laboratory experiments students can conduct at home.

Prerequisites: Middle school Life Science (or equivalent)

Honors Biology

This course provides students with a challenging honors-level biology curriculum, focusing on the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of advanced online lessons, including extensive animations, an associated reference book, collaborative explorations, and hands-on laboratory experiments students can conduct at home. Honors activities include debates, research papers, extended collaborative laboratories, and virtual laboratories.

Prerequisites: Middle school Life Science (or equivalent), success in previous science course, and teacher/school counselor recommendation

Chemistry (Core)

This course surveys all key areas of chemistry, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry. The course includes direct online instruction, virtual laboratories, and related assessments, used with a problem-solving book.

Prerequisites: Middle school Physical Science or Physical Science (Core) and satisfactory grasp of algebra basics, evidenced by success in Algebra I (Core) or equivalents

Chemistry (Comprehensive)

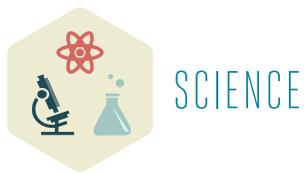
This comprehensive course gives students a solid basis to move on to future studies. The course provides an in-depth survey of all key areas, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry. The course includes direct online instruction, virtual laboratories, and related assessments, used with a problem-solving book.

Prerequisites: Satisfactory completion of either middle school Physical Science or Physical Science (Core) and solid grasp of algebra basics, evidenced by success in Algebra I (Core) or equivalents

Honors Chemistry

This advanced course gives students a solid basis to move on to more advanced courses. The challenging course surveys all key areas, including atomic structure, chemical bonding and

 0.5 credit course  new course  includes virtual labs



reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry, enhanced with challenging model problems and assessments. Students complete community-based written research projects, treat aspects of chemistry that require individual research and reporting, and participate in online threaded discussions.

Prerequisites: Success in previous science course, Algebra I (Comprehensive), Honors Algebra I (or equivalents), and teacher/school counselor recommendation

Earth Science (Core)

This course provides students with a solid earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of online lessons, an associated reference book, collaborative activities, virtual laboratories, and hands on laboratories students can conduct at home. The course provides a base for further studies in geology, meteorology, oceanography, and astronomy, and gives practical experience in implementing scientific methods.

Prerequisites: Middle school Earth Science (or equivalent)

Earth Science (Comprehensive)

This comprehensive course gives students a solid basis to move on to future studies. The course provides an in-depth survey of all key areas, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry. The course includes direct online instruction, virtual laboratories, and related assessments, used with a problem-solving book.

Prerequisites: Middle school Earth Science (or equivalent)

Honors Earth Science

This challenging course provides students with an honors-level earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of online lessons, an associated reference book, collaborative activities, and hands-on laboratories students can conduct at home. The course prepares students for advanced studies in geology, meteorology, oceanography, and astronomy courses, and gives them more sophisticated experience in implementing scientific methods. Additional honors assignments include debates, research papers, extended collaborative laboratories, and virtual laboratories.

Prerequisites: Middle school Earth Science (or equivalent), success in previous science course, and teacher/school counselor recommendation

 0.5 credit course  new course  includes virtual labs



SCIENCE

Environmental Science ✖️ 🆕

This course surveys key topic areas, including the application of scientific process to environmental analysis; ecology; energy flow; ecological structures; earth systems; and atmospheric, land, and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment. Students explore actual case studies and conduct five hands-on, unit-long research activities, learning that political and private decisions about the environment and the use of resources require accurate application of scientific processes, including proper data collection and responsible conclusions.

Prerequisites: Success in previous high school science course and teacher/counselor recommendation

Forensic Science ✖️ 📺

This one-semester course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Through online lessons, virtual and hands-on labs, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions.

Prerequisites: Successful completion of at least two years of high school science, including Biology (Comprehensive); Chemistry (Comprehensive) is highly recommended; or equivalents

Physical Science (Core) 📺 🆕

Students explore the relationship between matter and energy by investigating force and motion, the structure of atoms, the structure and properties of matter, chemical reactions, and the interactions of energy and matter. Students develop skills in measuring, solving problems, using laboratory apparatuses, following safety procedures, and adhering to experimental procedures. Students focus on inquiry-based learning, with both hands-on laboratory investigations and virtual laboratory experiences.

Prerequisites: Middle school Physical Science (or equivalent)

✖️ 0.5 credit course 🆕 new course 📺 includes virtual labs



Physics (Comprehensive)

This course provides a comprehensive survey of all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, and magnetism, and introduces students to modern physics topics such as quantum theory and the atomic nucleus. The course gives students a solid basis to move on to more advanced courses later in their academic careers. The program consists of online instruction, virtual laboratories, and related assessments, plus an associated problem-solving book.

Prerequisites: Algebra II and Pre-Calculus/Trigonometry (or equivalents)

Honors Physics

This advanced course surveys all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, and magnetism, and introduces students to modern physics topics such as quantum theory and the atomic nucleus. Additional honors assignments include debates, research papers, extended collaborative laboratories, and virtual laboratories. The course gives a solid basis for moving on to more advanced college physics courses. The program consists of online instruction, virtual laboratories, and related assessments, plus an associated problem-solving book.

Prerequisites: Algebra II or Honors Algebra II, Pre-Calculus/Trigonometry, and teacher/school counselor recommendation



HISTORY AND SOCIAL SCIENCES

AP Macroeconomics ✖️🆕

This course is the equivalent of an introductory college-level course. Students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. Students also examine how individuals and institutions are influenced by employment rates, government spending, inflation, taxes, and production. Students prepare for the AP Exam and for further study in business, political science, and history.

Prerequisites: Honors Algebra II (or equivalent) and teacher/school counselor recommendation

AP Microeconomics ✖️🆕

This course is the equivalent of an introductory college-level course. Students explore the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students learn why the same product can cost different amounts at different stores, in different cities, and at different times. Students also learn to spot patterns in economic behavior and learn how to use those patterns to explain buyer and seller behavior under various conditions. Lessons promote an understanding of the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in the economy. Students prepare for the AP Exam and for further study in business, history, and political science.

Prerequisites: Honors Algebra II (or equivalent) and teacher/school counselor recommendation

AP Psychology ✖️🆕

This course is the equivalent of an introductory college-level course. Students receive an overview of current psychological research methods and theories. They explore the therapies used by professional counselors and clinical psychologists, and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They study core psychological concepts, such as the brain and sensory functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Students prepare for the AP Exam and for further studies in psychology and life sciences.

Prerequisites: Honors Biology (or equivalent) and teacher/school counselor recommendation

AP U.S. Government and Politics ✖️🆕

This course is the equivalent of an introductory college-level course. Students explore the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students gain the analytical perspective necessary to evaluate political data, hypotheses, concepts, opinions, and processes and learn how to gather data about political behavior and develop their own theoretical analysis of American politics. Students also build the skills they need to examine general propositions about government and politics, and to analyze

✖️ 0.5 credit course 🆕 new course



HISTORY AND SOCIAL SCIENCES

specific relationships between political, social, and economic institutions. Students prepare for the AP Exam and for further study in political science, law, education, business, and history.

Prerequisites: Honors U.S. History (or equivalent) and teacher/school counselor recommendation

AP World History

This course spans the Neolithic Age to the present in a rigorous academic format organized by chronological periods and viewed through fundamental concepts and course themes. Students analyze the causes and processes of continuity and change across historical periods. Themes include human–environment interaction, cultures, expansion and conflict, political and social structures, and economic systems. In addition to mastering historical content, students cultivate historical thinking skills that involve crafting arguments based on evidence, identifying causation, comparing and supplying context for events and phenomenon, and developing historical interpretation. This course prepares students for the AP World History Exam.

Prerequisites: Previous history course and teacher/school counselor recommendation

Anthropology

Anthropologists research the characteristics and origins of the cultural, social, and physical development of humans and consider why some cultures change and others come to an end. In this course, students are introduced to the five main branches of anthropology: physical, cultural, linguistic, social, and archeological. Through instruction and their own investigation and analysis, students explore these topics while considering their relationship to other social sciences such as history, geography, sociology, economics, political science, and psychology. Emulating professional anthropologists, students apply their knowledge and observational skills to the real-life study of cultures in the United States and around the world. The content in this course meets or exceeds the standards of the National Council for the Social Studies (NCSS).

Prerequisites: World History (or equivalent) recommended as a prerequisite or co-requisite, but not required

Civics

Civics is the study of citizenship and government. This one-semester course provides students with a basic understanding of civic life, politics, and government, and a short history of government's foundation and development in this country. Students learn how power and responsibility are shared and limited by government, the impact American politics has on world affairs, the place of law in the American constitutional system, and which rights the American government guarantees its citizens. Students also examine how the world is organized politically and how civic participation in the American political system compares to that in other societies around the world today.

Prerequisites: None

 0.5 credit course  new course



Contemporary World Issues

In this course, students will compare the geography, governments, economies, and cultures of the world. Emphasis will be placed on learning about the civics, politics, economics, structures, processes and policies of the United States and then comparing them with those of the international community. Students will use what they know and learn about the United States and the world to analyze current events and contemporary issues. Reasoning and research skills will be applied to the content throughout the course.

Prerequisites: None

Economics ✖

This one-semester course provides students with an introduction to basic economic principles, such as how governments use limited resources to best satisfy people's wants and needs. Key topics include the law of supply and demand; allocation of goods and services; monetary and fiscal policy, saving, borrowing, and spending; the Federal Reserve System and the money supply; unemployment; and inflation. Students learn about the important roles that competition, scarcity, incentives, profit, interest rates, trade, and government regulation play in an open free market economy, and how fundamental decisions about the four factors of production (land, labor, capital, and entrepreneurship) are made.

Prerequisites: None

Family and Consumer Science ✖

In this one-semester course, students develop skills and knowledge to help them transition into adult roles within the family. They learn to make wise consumer choices, prepare nutritious meals, contribute effectively as part of a team, manage a household budget, and balance roles of work and family. They gain an appreciation for the responsibilities of family members throughout the life span and the contributions to the well-being of the family and the community.

Prerequisites: None

Geography

This course explores world geography on a region-by-region basis and covers a broad range of geographical perspectives. Each unit covers one continent or other major geographical region of the world. Units include North America, Central America, South America, Western Europe, Eastern Europe and Russia, East Asia, Southeast Asia and the Pacific Cultures, Africa, India, and the Middle East. Students first learn about each region's landforms, climate, and population. They then examine that region's cultural, economic, and political institutions. Each unit is presented in a parallel format to facilitate interregional comparisons and allow students to see the similarities and differences between the regions more clearly.

Prerequisites: None

✖ 0.5 credit course 🆕 new course



HISTORY AND SOCIAL SCIENCES

Modern U.S. History (Core)

This course is a full-year survey that provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from *The American Odyssey: A History of the United States*. Online lessons help students organize study, explore topics in depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Prerequisites: Middle school American History Before 1865 and American History Since 1865 (or equivalent)

Modern U.S. History (Comprehensive)

This course is a full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating time lines, completing projects and written assignments, and conducting independent research.

Prerequisites: World History or Modern World Studies

Honors Modern U.S. History

This course is a challenging full-year survey that provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from *The American Odyssey: A History of the United States*. Online lessons help students organize study, explore topics in depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester

Prerequisites: Middle school American History Before 1865, American History Since 1865 (or equivalent), and teacher/school counselor recommendation

Modern World Studies (Core)

Students trace the history of the world from approximately 1870 to the present. They begin with a look back at events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize

 0.5 credit course  new course



HISTORY AND SOCIAL SCIENCES

study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Prerequisites: World History, middle school World History (or equivalent)

Modern World Studies (Comprehensive)

In this comprehensive course, students follow the history of the world from approximately 1870 to the present. They begin with a study of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice sophisticated skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Prerequisites: World History, middle school World History (or equivalent)

Honors Modern World Studies

In this advanced course, students investigate the history of the world from approximately 1870 to the present. They begin with an analysis of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students undertake an in-depth examination of both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore advanced topics in physical and human geography, and investigate issues of concern in the contemporary world. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting research. Students complete independent projects each semester.

Prerequisites: World History, middle school World History (or equivalent), success in previous social studies course, and teacher/school counselor recommendation

Psychology

In this one-semester course, students investigate why human beings think and act the way they do. This is an introductory course that broadly covers several areas of psychology. Instructional material presents theories and current research for students to critically evaluate and understand. Each unit introduces terminology, theories, and research that are critical to the understanding of psychology and includes tutorials and interactive exercises. Students learn

 0.5 credit course  new course



HISTORY AND SOCIAL SCIENCES

how to define and use key terms of psychology and how to apply psychological principles to their own lives. Units include: Methods of Study, Biological Basis for Behavior, Learning and Memory, Development and Individual Differences, and Psychological Disorders.

Prerequisites: Interest in and a willingness to critically explore the many different areas presented in an introductory course about behavior

U.S. and Global Economics (Core) ✖️ Ⓝ

This course in economic principles uses real-world simulations to teach the issues faced by producers, consumers, investors, and taxpayers in the U.S. and around the world. Topics include markets; supply and demand; theories of early economic thinkers; theories of value; money; the role of banks, investment houses, and the Federal Reserve; and other fundamental features of capitalism. A survey of current issues in American and global markets rounds out the course.

Prerequisites: U.S. Government and Politics (Core) or equivalent is recommended, but not required

U.S. and Global Economics (Comprehensive) ✖️ Ⓝ

In this course on economic principles, students explore choices they face as producers, consumers, investors, and taxpayers. Students apply what they learn to real-world simulation problems. Topics of study include markets from historic and contemporary perspectives; supply and demand; theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; money (what it is, how it evolved, the role of banks, investment houses, and the Federal Reserve); Keynesian economics; how capitalism functions, focusing on productivity, wages, investment, and growth; issues of capitalism such as unemployment, inflation, and the national debt; and a survey of markets in such areas as China, Europe, and the Middle East.

Prerequisites: U.S. Government and Politics (Comprehensive) or equivalent is recommended, but not required

U.S. Government and Politics (Core) ✖️ Ⓝ

This course uses the perspective of political institutions to explore government history, organization, and functions. Students encounter the political culture of our country from the Declaration of Independence to the present day, gaining insight into the challenges faced by presidents, members of Congress, and other political participants. The course also covers the roles of political parties, interest groups, the media, and the Supreme Court. Students learn to use primary historical documents as evidence in evaluating past events and government functions.

Prerequisites: U.S. History (Core) or equivalent is recommended, but not required

✖️ 0.5 credit course Ⓝ new course



HISTORY AND SOCIAL SCIENCES

U.S. Government and Politics (Comprehensive) ✖️ 🆕

This course studies the history, organization, and functions of the United States government. Beginning with the Declaration of Independence and continuing through to the present day, students explore the relationship between individual Americans and our governing bodies. Students take a close look at the political culture of our country and gain insight into the challenges faced by citizens, elected government officials, political activists, and others. Students also learn about the roles of political parties, interest groups, the media, and the Supreme Court, and discuss their own views on current political issues.

Prerequisites: U.S. History (Comprehensive) or equivalent is recommended, but not required

U.S. History (Core) 🆕

Students trace the history of the world from approximately 1870 to the present. They begin with a look back at events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Prerequisites: Middle school World History (or equivalent)

U.S. History (Comprehensive) 🆕

This course is a full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Prerequisites: World History or Modern World Studies (or equivalents)

✖️ 0.5 credit course 🆕 new course



HISTORY AND SOCIAL SCIENCES

Honors U.S. History

This course is a challenging full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.

Prerequisites: World History or Modern World Studies (or equivalents), success in previous history course, and teacher/school counselor recommendation

World History (Core)

In this survey of world history from prehistoric to modern times, students focus on the key developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement *World History: Our Human Story*. Students analyze primary sources and maps, create timelines, and complete other projects—practicing historical thinking and writing skills as they explore the broad themes and big ideas of human history.

Prerequisites: Middle school American History Since 1865, American History B, World History A or World History B (or equivalents)

World History (Comprehensive)

In this comprehensive survey of world history from prehistoric to modern times, students focus in depth on the developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement *World History: Our Human Story*. Students are challenged to consider topics in depth as they analyze primary sources and maps, create timelines, and complete other projects—practicing historical thinking and writing skills as they explore the broad themes and big ideas of human history.

Prerequisites: Middle school American History Since 1865, American History B, World History A or World History B (or equivalents)

 0.5 credit course  new course



HISTORY AND SOCIAL SCIENCES

Honors World History

In this challenging survey of world history from prehistoric to modern times, students focus in-depth on the developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement *World History: Our Human Story*. Students are challenged to consider topics in depth as they analyze primary sources and maps, create timelines, and complete other projects—practicing advanced historical thinking and writing skills as they explore the broad themes and big ideas of human history. Students complete an independent honors project each semester.

Prerequisites: Middle school American History Since 1865, American History B, World History A or World History B (or equivalents), and teacher/school counselor recommendation

 0.5 credit course  new course



TECHNOLOGY AND COMPUTER SCIENCE

3D Art I: Modeling ✖

This course introduces students to 3D modeling tools and concepts. Using Blender, the popular open-source 3D modeling package, students learn the basics of creating shapes, adding textures and lighting, and rendering. By the end of the course, students produce a series of increasingly sophisticated projects for their 3D portfolio. This course is suitable for students with no prior experience in 3D game design or digital media authoring tools.

Prerequisites: None

3D Art II: Animation ✖

In this advanced course, students build on the skills they developed in 3D Art I to learn 3D animation techniques. Using Blender, a powerful open-source modeling tool, students master the basics of animation—rigging, bones, and movement—while learning how to apply traditional animation techniques to their 3D models.

Prerequisites: None

Audio Engineering ✖ N

In this introductory course, students learn about the physics of sound and the history of recording technologies. They learn about the four stages of professional music recording projects: recording, editing, mixing, and mastering. Using Audacity, an open-source recording and mixing program, they practice the techniques used by sound engineers to produce multi-track recordings. Through a series of engaging hands-on projects, they learn the fundamental concepts of audio engineering.

Prerequisites: None

C++ Programming ✖ N

In this introductory course, students learn basic programming concepts through a series of hands-on projects. They also learn about software development careers, the software development process, and industry best practices. Using Microsoft Visual Studio 2013, students master the building blocks of programming: functions, variables, loops, arrays, and classes.

Prerequisites: None

Computer Fundamentals

In this two-semester introductory course, students become familiar with the basic principles of a personal computer, including the internal hardware, the operating system, and software applications. Students practice using key applications such as word processors, spreadsheets, and presentation software, and examine social and ethical issues around the Internet, information, and security.

✖ 0.5 credit course N new course



TECHNOLOGY AND COMPUTER SCIENCE

In the first semester, the focus is on the fundamentals: learning and using applications and understanding the basic roles and responsibilities of software, hardware, and operating systems. In the second semester, the focus is on gathering and analyzing data, and using the right tools and methods to collect and present data. This course should not be taken if the student has already completed Computer Literacy.

Prerequisites: None

Computer Literacy ✖

Students must be able to use technology effectively to research, organize, create, and evaluate information. In this introductory course, students become familiar with the basic principles of a personal computer, including the internal hardware, operating system, and software applications. Students practice using key applications such as word processing, spreadsheet and presentation software, and examine social and ethical issues around the Internet, information, and security.

In the first part of the course, the focus is on the fundamentals: learning and using applications, and understanding the basic roles and responsibilities of the software, hardware, and operating system. The second part of the course focuses on gathering and analyzing data, and using the right tools and methods to collect and present data. This course should not be taken if the student has already completed Computer Fundamentals.

Prerequisites: None

Computer Science ✖ N

This course introduces students to computer science concepts such as computer architecture, networks, and the Internet. Students use object-oriented programming, event-driven processes, modular computer programming, and data manipulation algorithms to produce finished software programs. They use the design process to create many programs by determining specifications, designing the software, and testing and improving the product until it meets the specifications. By the end of this course, students will have a solid foundation for further study in this subject.

Prerequisites: None

Digital Arts I ✖ N

In this exploratory course, students learn the elements and principles of design as well as foundational concepts of visual communication. While surveying a variety of media and art, students use image editing, animation, and digital drawing to put into practice the art principles they've learned. They explore career opportunities in the design, production, display, and presentation of digital artwork. They respond to the artwork of others, and learn how to combine artistic elements to create finished pieces that effectively communicate their ideas.

Prerequisites: None

✖ 0.5 credit course N new course



TECHNOLOGY AND COMPUTER SCIENCE

Digital Arts II ✖️🆕

Students build on the skills and concepts they learned in Digital Arts I as they develop their vocabulary of digital design elements. By the end of the course, they will have created a collection of digital art projects for their digital design portfolio.

Course Length: One semester

Prerequisites: Digital Arts I (or equivalent)

Digital Photography ✖️

This course focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting, and composition. Students are introduced to the history of photography and basic camera functions. They use the basic techniques of composition and camera functions to build a portfolio of images, capturing people, landscapes, close-ups, and action photographs.

Prerequisites: None

Engineering Design/CAD ✖️🆕

Computer-aided design systems are used by designers and manufacturers in virtually every industry to create engineering design solutions. In this course, students are introduced to engineering, learning the basics of CAD software: creating points, lines, other geometric forms, isometric drawings, and 3D models. They learn how to translate initial concepts into functional designs and 3D walkthroughs and explore career options in this hands-on, introductory-level course.

Prerequisites: None

Game Design ✖️🆕

This course is for anyone who loves gaming and wants to design and build original games from scratch. Students learn how to use popular game-development software to create engaging, interactive games in a variety of styles. After learning about game genres, students learn about all aspects of the game-design process. From there, it's on to a series of increasingly challenging hands-on projects that teach all the elements of successful game development.

Prerequisites: None

Green Design and Technology ✖️🆕

This course examines the impact of human activities on sustainability while exploring the basic principles and technologies that support sustainable design. Students learn about the potential for emerging energy technologies such as water, wind, and solar power. They find out how today's businesses are adapting to the increased demand for sustainable products and services. In this course, students develop a comprehensive understanding of this fast-growing field.

Prerequisites: None

✖️ 0.5 credit course 🆕 new course



Image Design and Editing ✖

This introductory design course is for students who want to create compelling, professional-looking graphic designs and photos. Students learn the basics of composition, color, and layout through the use of hands-on projects that allow them to use their creativity while developing important foundational skills. They use GIMP software to create a graphic design portfolio with a wide variety of projects involving the mastery of technical topics, such as working with layers and masks, adding special effects, and effectively using typefaces to create visual impact. The projects help students develop the skills they need to create and edit images of their own.

Prerequisites: None

Programming I: VB.NET ✖

Students learn basic programming and the essential concepts of VisualBasic.NET (VB.NET) in this one-semester course. As an introduction to VB.NET, students are taught the basic uses of the programming language, its similarities to the English language and others, its architecture, program flow, and its flexibility as a programming language. The course helps participants understand the processes involved in software development and object-oriented programming. This course provides an introduction to programming that could lead to careers such as software engineer, developer, or game designer.

Prerequisites: Basic knowledge of computer fundamentals

Programming II: Java ✖

This introductory-level course presents the understanding of Java and how to build and compile a stand-alone application (working with real-world scenarios). This course is designed especially for students who have very little background, but have taken the Programming I: VB.NET course. This course concentrates on Java programming language, built-in data types, control structures, classes, objects, inheritance, and polymorphism. By the end of the course the student will be able to write basic programs using Java as well as basic applets using updated techniques. Students can pursue further instruction in Java programming and other programming languages.

Prerequisites: Programming I, Basic Computer Fundamentals

✖ 0.5 credit course  new course



TECHNOLOGY AND COMPUTER SCIENCE

Web Design

This one-semester course introduces students to the mechanics and elements of web design and HTML, and the concepts of planning and organizing websites. Students engage in a variety of project-based assessments to evaluate their understanding and progress. After completing the course, students are able to understand the planning and organization of a website, the elements of design and HTML. Students also learn how to use a WYSIWIG editor and other online tools to create a website.

Prerequisites: None

 0.5 credit course  new course



ADDITIONAL ELECTIVES

Accounting

In this introductory course, students gain a foundation in the skills needed for college accounting courses, office work, and managing their own small businesses. They also build an appreciation for the role of accounting in managing a profitable business. The course provides an overview of the three forms of accounting: financial, cost, and management accounting. Instructional material covers the basic concept conventions and rules of the double entry system—and includes techniques for analyzing ratios from a balance sheet. The concepts of ethics, integrity, confidentiality, and rigor are woven through all the units.

Prerequisites: None

Achieving Your Career and College Goals ✖ N

Students explore their options for life after high school and implement plans to achieve their goals. They identify their aptitudes, skills, and preferences, and explore a wide range of potential careers. They investigate the training and education required for the career of their choice, and create a plan to be sure that their work in high school is preparing them for the next step. They also receive practical experience in essential skills such as searching and applying for college, securing financial aid, writing a resume and cover letter, and interviewing for a job. This course is geared toward 11th and 12th graders.

Prerequisites: None

Driver Safety ✖

Driver Safety can provide a foundation for a lifetime of responsible driving. Instructional material in this course emphasizes the mechanics of driving operations and the rules of safe driving. Among other topics, students learn how to assess and manage risk; handle social pressures; understand signs and signals; comprehend the rules of the road; and start, steer, stop, turn, and park a car. They also learn how to contend with driving environments, including light and weather conditions, share the roadway, respond to an emergency, buy and maintain a car, plan a trip, take a state driving test, and partner with their parents or guardians to promote safety on the road. Students use a textbook for this one-semester course. This course may not satisfy the state department of transportation's or motor vehicle's requirements for learners permit issuance. Please consult local requirements prior to enrolling.

Prerequisites: None

✖ 0.5 credit course N new course



ADDITIONAL ELECTIVES

Fine Art

This course combines art history, appreciation, and analysis, while engaging students in hands-on creative projects. Lessons introduce major periods and movements in art history while focusing on masterworks and the intellectual, technical, and creative processes behind those works. Studio lessons provide opportunities for drawing, painting, sculpting, and other creative endeavors.

Prerequisites: A survey course in World History is recommended as a prerequisite or co-requisite, but not required

Introduction to Entrepreneurship I

In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful. They learn how to come up with new business ideas, attract investors, market their business, and manage expenses. Students hear inspirational stories of teen entrepreneurs who have turned their ideas into reality, and then they plan and execute their own business.

Prerequisites: None

Introduction to Entrepreneurship II

Students build on the business concepts they learned in Introduction to Entrepreneurship I. They learn about sales methods, financing and credit, accounting, pricing, and government regulations. They refine their technology and communication skills in speaking, writing, networking, negotiating, and listening. They enhance their employability skills by preparing job-related documents, developing interviewing skills, and learning about hiring, firing, and managing employees. Students develop a complete business plan and a presentation for potential investors.

Prerequisites: Introduction to Entrepreneurship I (or equivalent)

Introduction to Marketing I

Students find out what it takes to market a product or service in today's fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management.

Prerequisites: None

 0.5 credit course  new course



ADDITIONAL ELECTIVES

Introduction to Marketing II ✖️🆕

Students build on the skills and concepts learned in Introduction to Marketing I to develop a basic understanding of marketing principles and techniques. By the end of the course, they will have developed their own comprehensive marketing plan for a new business.

Prerequisites: Introduction to Marketing I (or equivalent)

Life Skills ✖️

This one-semester elective is designed to increase students' knowledge of and ability in using the skills necessary for everyday living. Life Skills emphasizes defining personal values, goal-setting and planning, and solving problems. Instructional material focuses on dealing with media and peer pressure, communication and relationships, working with others, avoiding and/or resolving conflict, decision making, wellness and personal safety, aspects of good citizenship, environmental awareness, and how students can contribute to their own community. The course is organized in six units: Course Introduction; Thinking About Yourself; Thinking for Yourself; Taking Care of Yourself; Caring for Your Relationships; and Caring About Your World.

Prerequisites: None

Music Appreciation 🆕

This course introduces students to the history, theory, and genres of music. The first semester covers basic music theory concepts as well as early musical forms, classical music, patriotic and nationalistic music, and twentieth-century music. The second semester presents modern traditions, including American jazz, gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. The first semester covers early musical forms, classical music, and American jazz. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide.

To comply with certain state standards for the arts, a student "performance practicum" is required for full credit each semester. The performance practicum requirement can be met through participation in supervised instrumental or vocal lessons, church or community choirs, community musical performances, or any other structured program that meets at regular intervals and provides opportunities for students to build vocal and/ or instrumental skills. Parents or guardians will be required to present their proposed practicum to the students' teachers for approval, and validate their children's regular participation in the chosen performance practicum.

Prerequisites: None

✖️ 0.5 credit course 🆕 new course



ADDITIONAL ELECTIVES

Nutrition and Wellness ✖

This one-semester elective course provides students with an overview of good nutrition principles that are necessary for physical and mental wellness and a long, healthy life. Instructional materials include discussions of digestion, basic nutrients, weight management, sports and fitness, and life-span nutrition. The Nutrition and Wellness course emphasizes an understanding of today's food and eating trends and gives students the capacity to intelligently evaluate all available sources of nutrition information and make informed decisions. The course is organized in six units: Course Introduction; Wellness and Food Choices in Today's World; Digestion and Major Nutrients; Body Size and Weight Management; Physical Fitness, Sports Nutrition, and Stress; and Life Cycle Nutrition.

Prerequisites: None

Physical Education

This high school course focuses on the fundamental components and principles of fitness. Physical Education examines safety guidelines, proper technique, and exercise principles such as FITT: Frequency (how often you exercise), Intensity (how hard you work during exercise), Time (how long you exercise), and Type (what type of activity you do). Students assess their current level of fitness in relation to the five components of physical fitness: flexibility, cardiovascular health, muscular strength, muscular endurance, and body composition. This two-semester course equips students with strategies to help them begin, design, and maintain an exercise program to keep them fit for life.

Prerequisites: None

Reaching Your Academic Potential ✖ ⓘ

Students learn essential academic skills within the context of their learning style, individual learning environment, and long-term goals. This course helps students develop habits for more successful reading, writing, studying, communication, collaboration, time management, and concentration. It also provides insights into how the brain works when they are learning, and ways to maximize its potential.

Prerequisites: None

✖ 0.5 credit course ⓘ new course



ADDITIONAL ELECTIVES

Service Learning ✖️ 🆕

This project may be used in a variety of ways—as a stand-alone project, in conjunction with another course, or as a foundation around which to base a one-semester course. An introductory unit presents instruction on the nature of service learning. Students are taught how to identify community needs, select projects that are meaningful to themselves, apply practical skills, reflect on their learning experience, and behave responsibly in a service setting. Students then move on to design and conduct service learning experiences of their own, according to the requirements of their projects. Documents to support teachers in guiding students through the project are included.

Prerequisites: None

Skills for Health ✖️ 🆕

This course focuses on important skills and knowledge in nutrition; physical activity; the dangers of substance use and abuse; injury prevention and safety; growth and development; and personal health, environmental conservation, and community health resources. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The course helps students build the skills they need to protect, enhance, and promote their own health and the health of others.

Prerequisites: None

✖️ 0.5 credit course 🆕 new course



AP French Language and Culture (Middlebury)

The AP French Language and Culture course is an advanced language course that prepares students for the AP French Language and Culture Exam. It uses as its foundation the three modes of communication: interpersonal, interpretive, and presentational. The course is conducted almost exclusively in French, and is based on the six themes required by the College Board: (1) global challenges, (2) science and technology, (3) contemporary life, (4) personal and public identities, (5) families and communities, and (6) beauty and aesthetics. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students should expect to listen to, read, and understand a wide variety of authentic French-language materials and sources; demonstrate proficiency in interpersonal, interpretive, and presentational communication using French; gain knowledge and understanding of the cultures of the Francophone world; use French to connect with other disciplines and expand knowledge in a wide variety of contexts; develop insight into the nature of the French language and its culture; and use French to participate in communities at home and around the world. The AP French Language and Culture course is a college-level course. The intensity, quality, and amount of course material can be compared to that of a third-year college course.

Prerequisites: Strong success in French III, or success in French IV (or equivalents), and teacher/school counselor recommendation

AP Spanish Language and Culture (Middlebury)

The AP Spanish Language and Culture course is an advanced language course in which students are directly prepared for the AP Spanish Language and Culture Exam. It uses as its foundation the three modes of communication: interpersonal, interpretive, and presentational. The course is conducted almost exclusively in Spanish, and is based on the six themes required by the College Board: (1) global challenges, (2) science and technology, (3) contemporary life, (4) personal and public identities, (5) families and communities, and (6) beauty and aesthetics. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. Students should expect to listen to, read, and understand a wide variety of authentic Spanish-language materials and sources; demonstrate proficiency in interpersonal, interpretive, and presentational communication using Spanish; gain knowledge and understanding of the cultures of Spanish-speaking areas of the world; use Spanish to connect with other disciplines and expand knowledge in a wide variety of contexts; develop insight into the nature of the Spanish language and its culture; and use Spanish to participate in communities at home and around the world. The AP Spanish Language and Culture course is a college-level course. The intensity, quality, and amount of course material can be compared to that of a third-year college course.

Prerequisites: Strong success in Spanish III, or success in Spanish IV (or equivalents), and teacher/school counselor recommendation

✖ 0.5 credit course ✎ new course



French I

Students receive a thorough grounding in the basics of the French language in this introductory, two-semester course. French I has been designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for a method of teaching that focuses on successful communication through speaking, listening, reading, and writing. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams. Learning activities in each unit are focused on a specific theme.

Prerequisites: None

Middlebury French I (Competency)

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

Prerequisites: None

Middlebury French I (Fluency)

Students begin their introduction to French with fundamental building blocks in four key areas of world-language study: listening comprehension, speaking, reading, and writing. The extensive use of authentic materials (video, audio, images or texts) allows for a contextualized and interactive presentation of the vocabulary and the linguistic structures. Students are actively engaged in completing task-based activities individually and collaboratively while formulating and testing hypotheses about different aspects of the target language. The materials and the activities engage students in such a way that they learn to develop the necessary metacognitive strategies to be successful both in the processing of the authentic input and in negotiating meaning to reach mutual understanding with other speakers. Cultural information relevant to Francophone countries and communities and cross-cultural reflections permeate the materials from beginning to end.

Prerequisites: None

✳ 0.5 credit course ✎ new course



French II

French II continues the learning process that began with French I and adheres to the standards of ACTFL. Instructional material introduces students to new grammar and vocabulary and allows them to build conversational and reading skills to cover many common situations in daily life. Unit topics include daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Unit activities blend different forms of communication and culture to ensure that standards are met.

Prerequisites: French I

Middlebury French II (Competency)

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

Prerequisites: French I

Middlebury French II (Fluency)

Students continue learning French in French II by building on and expanding listening, speaking, reading, and writing skills. Frequent use of authentic videos, images, audio, and text provide greater contextualization of key learning concepts and cultural information relevant to Francophone countries and communities. The course follows a modular design to allow for greater flexibility and pacing in both fully-online and blended environments and teachers will be able to search for specific lessons and activities as well as authentic media. A wide range of activities engages students to continue to develop metacognitive strategies by processing authentic input in order to produce both spoken and written French. Task-based projects allow for individual and collaborative creation, negotiation, and presentation within the target language.

Prerequisites: French I

✖ 0.5 credit course 🆕 new course



French III

This course builds on knowledge that students acquired in the beginning-level courses, French I and II, and aligns with national ACTFL standards. Students learn to express themselves using present, past, future, and conditional tense verbs in increasingly complex grammatical constructions. They become familiar with idiomatic expressions common to daily French speaking and build vocabulary in order to be able to converse on a wider variety of themes in French. Instruction includes more material on French culture, geography, and history than in earlier courses, giving students the opportunity to learn about France and other francophone countries around the world.

Prerequisites: French II

Middlebury French III (Competency)

Students further deepen their understanding of French by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in more formal spoken and written contexts. Students should expect to be actively engaged in their own language learning; use correct vocabulary terms and phrases naturally; incorporate a wide range of grammar concepts consistently and correctly while speaking and writing; participate in conversations covering a wide range of topics and respond appropriately to conversational prompts; analyze and compare cultural practices, products, and perspectives of various French-speaking countries; read and analyze important pieces of literature; and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in French, and has been carefully aligned to national standards as set forth by ACTFL.

Prerequisites: French II

French IV

Students complete their high school French language education with this two-semester course that, like all of its predecessors, conforms to the national standards of the ACTFL. The instructional material in French IV enables students to use the conditional and subjunctive tenses, and talk about the past with increasing ease, distinguishing which tense to use and when. It also helps students hone their listening skills to enhance their understanding of native speech patterns on familiar topics. Students expand their knowledge of French-speaking countries' culture, history, and geography and learn about francophone contributions in the arts.

Prerequisites: French III

✳ 0.5 credit course ✎ new course



German I

German I provides an introduction to the basics of the German language and the German-speaking world. This two-semester course has been constructed to meet ACTFL standards that dictate a pedagogical method that focuses on successful communication through speaking, listening, reading, and writing. Unit topics consist of the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Prerequisites: None

Middlebury German I

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

Prerequisites: None

German II

Instructional content in German II introduces students to new grammar and vocabulary and allows them to build conversational and reading skills to cover many common situations in daily life. Like German I, this follow-up course adheres to ACTFL standards. Learning activities in each unit are focused on a specific theme. The units for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation.

Prerequisites: German I

✳ 0.5 credit course ✎ new course



Middlebury German II

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

Prerequisites: German I

German III

This course expands the scope of concepts and information that students mastered in the German I and II courses and aligns with national ACTFL standards. Students learn increasingly complex grammatical constructions such as present, imperfect, perfect, and future tenses; reflexive and modal verbs; prepositions; conjunctions; relative pronouns; and adjective endings. Unit themes in this two-semester course include vacations, travel, leisure time, healthy living, body parts and ailments, family members, rights and responsibilities, household chores, university study, military service, personal relationships, the importance of appearance, emotions, fairy tales, and animals. Unit activities blend different forms of communication and culture.

Prerequisites: German II

German IV

German IV builds on the foundation of the first three courses. Students continue to sharpen their speaking, listening, reading, and writing skills while also learning to express themselves on topics relevant to German culture. Authentic texts, current culture, and literature from Germany, Austria, and Switzerland all form part of the instructional material for this course. Each unit focuses on a particular region or city and includes such themes as culture, tourism, and current events. These units cover topics such as contemporary and classical music, expressing opinion, German history, transportation, family weekend travel, shopping, free-time activities, technology, multiculturalism, education, and careers.

Prerequisites: German III

 0.5 credit course  new course



Japanese I

Students become familiar with the fundamental concepts and constructions of the Japanese language as well as the rich and ancient world of Japanese culture in this two-semester course. Japanese I has been designed to meet ACTFL standards. Unit topics consist of the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Prerequisites: None

Japanese II

In Japanese II, course content blends different forms of communication and culture via unit activities to ensure that students meet all ACTFL standards. These standards call for a focus on successful oral and written communication as well as a thorough grounding in Japanese culture. Unit themes for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Students must successfully complete Japanese I in order to enroll in this course.

Prerequisites: Japanese I

Latin I

This two-semester course provides an introduction to the fundamentals of Latin grammar. Students develop the skills necessary to translate basic sentences from Latin into English and from English into Latin, and to read simple connected passages of Latin prose and poetry. In the process, students learn how verb conjugations and noun declensions work in a highly inflected language and how to analyze the structure of Latin sentences. The course includes a cross-cultural component, introducing students to the world of ancient Rome by allowing them to acquire knowledge—through word study—of Roman institutions, practices, religious beliefs, and ideological ways of thought.

Prerequisites: None

Middlebury Latin I

Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax,

✳ 0.5 credit course ✎ new course



and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge School of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning; become familiar with common vocabulary terms and phrases; comprehend a wide range of grammar patterns; understand and analyze the cultural and historical contexts of the ancient sources they study; and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL.

Prerequisites: None

Latin II

Latin II builds on the foundation in Latin grammar provided by the Latin I course and also includes an in-depth study of Roman mythology and history. Students expand their use of declensions, adjectives, adverbs, and cases. These skills enable them to translate longer Latin texts into English that require a more complex knowledge of grammar rather than just vocabulary. To practice oral Latin skills, students engage in conversations, seek and give items of information, express feelings and emotions, and exchange opinions. Latin II also takes students on a tour of the ancient classical world, including literature, historical workers, and the lives of famous and influential Romans.

Prerequisites: Latin I

Middlebury Latin II

Students continue with their study of Latin through ancient, time-honored classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, prepare students for a deeper study of Latin. Each unit consists of a new vocabulary theme and grammar concept; reading comprehension activities; writing activities; multimedia culture, history, and mythology presentations; and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge School of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own

✖ 0.5 credit course 🆕 new course



language learning; understand and use common vocabulary terms and phrases; comprehend a wide range of grammar patterns; understand and analyze the cultural and historical contexts of the ancient sources they study; and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL.

Prerequisites: Latin I

Mandarin (Chinese) I

Mandarin (Chinese) I introduces students to the study of the Chinese language. Students learn listening, speaking, reading, and writing skills through activities that are based on pedagogically proven methods of world language instruction. Instructional material introduces simple grammatical concepts in innovative ways and provides practice activities with a variety of learning styles in mind. This two-semester course sprinkles culture throughout the units to help students focus on the Chinese-speaking world, its culture, people, geographical locations, and history. Unit themes include greetings, numbers, family members, school life, clothing, daily routine, shopping, and restaurant menus. The course is aligned with national ACTFL standards.

Prerequisites: None

Middlebury Chinese I (Competency)

Students begin their introduction to Chinese by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Prerequisites: None

Middlebury Chinese I (Fluency)

Students begin their introduction to Mandarin Chinese with fundamental building blocks in four key areas of world-language study: listening comprehension, speaking, reading, and character study. The extensive use of authentic materials (video, audio, images or texts) allows for a

✦ 0.5 credit course ✨ new course



contextualized and interactive presentation of the vocabulary and the linguistic structures. Students are actively engaged in completing task-based activities individually and collaboratively while formulating and testing hypotheses about different aspects of the target language. The materials and the activities engage students in such a way that they learn to develop the necessary metacognitive strategies to be successful both in the processing of the authentic input and in negotiating meaning to reach mutual understanding with other speakers. Cultural information relevant to China and Chinese communities around the world permeate the materials from beginning to end.

Prerequisites: None

Mandarin (Chinese) II

This two-semester course is a continuation of the introductory-level Mandarin (Chinese) I course. It presents students with new, more complicated areas of Chinese language learning. Units cover a variety of material that is useful to students learning everyday conversational arts. Themes include daily routine, animals, hobbies, the body, descriptions, home life, shopping, entertainment, sports, and travel. Throughout the course, students learn to express themselves using an ever increasing vocabulary of present tense verbs, articles, and adjectives. They gain the skills and confidence necessary to talk about daily activities, leisure-time pursuits and hobbies, body parts and their function, and people and culture.

Prerequisites: Chinese I

Middlebury Chinese II (Competency)

Students continue their study of Mandarin Chinese by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also are able to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Character recognition and practice are a key focus of the course, and students are expected to learn several characters each unit. However, pinyin is still presented with characters throughout the course to aid in listening and reading comprehension. Students should expect to be actively engaged in their own language learning; understand common vocabulary terms and phrases; use a wide range of grammar patterns in their speaking and writing; participate in conversations and respond appropriately to conversational prompts; analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries; and take frequent assessments where their language progression can be monitored. By the second semester, the course is conducted almost entirely in Chinese. The course has been carefully aligned to national standards as set forth by ACTFL.

Prerequisites: Chinese I

✳ 0.5 credit course ✎ new course



Middlebury Chinese II (Fluency)

Students continue their study of Chinese by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also are able to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Character recognition and practice are a key focus of the course and students are expected to learn several characters each unit. However, pinyin is still presented with characters throughout the course to aid in listening and reading comprehension. The course has been carefully aligned to national standards as set forth by ACTFL.

Prerequisites: Chinese I

Spanish I

Spanish I gives students an introduction to the basics of the Spanish language and the Spanish-speaking world. This two-semester course aligns with ACTFL national standards, which dictate a pedagogical method that focuses on successful communication through speaking, listening, reading, and writing. Course unit topics include the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Prerequisites: None

Middlebury Spanish I (Competency)

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

✖ 0.5 credit course ✎ new course



products, and perspectives of various Spanish-speaking countries; and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL.

Prerequisites: None

Middlebury Spanish I (Fluency)

Students begin their introduction to Spanish with fundamental building blocks in four key areas of world-language study: listening comprehension, speaking, reading, and writing. The extensive use of authentic materials (video, audio, images or texts) allows for a contextualized and interactive presentation of the vocabulary and the linguistic structures. Students are actively engaged in completing task-based activities individually and collaboratively while formulating and testing hypotheses about different aspects of the target language. The materials and the activities engage students in such a way that they learn to develop the necessary metacognitive strategies to be successful both in the processing of the authentic input and in negotiating meaning to reach mutual understanding with other speakers. Cultural information relevant to Hispanic countries and communities and cross-cultural reflections permeate the materials from beginning to end.

Prerequisites: None

Spanish II

Students receive additional grounding in grammar and vocabulary in this two-semester course. Instructional material encourages students to build conversational and reading skills to cover many common situations in daily life. Like Spanish I, this follow-up course adheres to ACTFL standards. Learning activities in each unit are focused on a specific theme. The units for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation.

Prerequisites: Spanish I

Middlebury Spanish II (Competency)

Students continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also are able to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning; understand common vocabulary terms and phrases; use a wide range of grammar patterns in their speaking and writing; participate in conversations and respond

✖ 0.5 credit course 🆕 new course



appropriately to conversational prompts; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; read and analyze important pieces of Hispanic literature; and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in Spanish, and has been carefully aligned to national standards as set forth by ACTFL.

Prerequisites: Spanish I

Middlebury Spanish II (Fluency)

Students continue learning Spanish in Spanish II by building on and expanding listening, speaking, reading, and writing skills. Frequent use of authentic videos, images, audio, and text provide greater contextualization of key learning concepts and cultural information relevant to Hispanic countries and communities. The course follows a modular design to allow for greater flexibility and pacing in both fully-online and blended environments and teachers will be able to search for specific lessons and activities as well as authentic media. A wide range of activities engages students to continue to develop metacognitive strategies by processing authentic input in order to produce both spoken and written Spanish. Task-based projects allow for individual and collaborative creation, negotiation, and presentation within the target language.

Prerequisites: Spanish I

Spanish III

This course builds on the grammatical concepts and vocabulary that students mastered while completing the Spanish I and II courses. Spanish III fully aligns with national ACTFL standards. Students learn increasingly complex grammatical constructions such as present, imperfect, perfect, and future tenses; reflexive and modal verbs; prepositions; conjunctions; relative pronouns; and adjective endings. Unit themes in this two-semester course include chores, directions, feelings, future plans and travel, geography, countries and nationalities, health, household items, measurements, occupations, and personal history. Unit activities blend different forms of communication and culture.

Prerequisites: Spanish II

Middlebury Spanish III (Competency)

Students further deepen their understanding of Spanish by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in more formal spoken and written contexts. Students should expect to be actively engaged in their own language learning; use correct vocabulary terms and phrases naturally; incorporate a wide range of grammar concepts consistently and correctly while speaking and writing; participate in conversations covering a wide range of topics

✖ 0.5 credit course 🆕 new course



and respond appropriately to conversational prompts; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; read and analyze important pieces of Hispanic literature; and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in Spanish, and has been carefully aligned to national standards as set forth by ACTFL.

Prerequisites: Spanish II

Spanish IV

Fourth-year Spanish expands on the foundation of Spanish grammar and vocabulary that students acquired in the first three courses. As with all the earlier offerings, this culminating-level Spanish language course conforms to ACTFL standards. Students continue to sharpen their speaking, listening, reading, and writing skills while also learning to express themselves on topics relevant to Spanish culture. The two-semester course is divided into ten units whose themes include people, achievements, wishes and desires, activities, celebrations, possibilities, the past, the arts, current events, and wrap up and review.

Prerequisites: Spanish III

 0.5 credit course  new course



Archaeology ✖

George Santayana once said, “Those who cannot remember the past are condemned to repeat it.” The field of archaeology helps us better understand the events and societies of the past that have helped shape our modern world. This course focuses on the techniques, methods, and theories that guide the study of the past. Students learn how archaeological research is conducted and interpreted as well as how artifacts are located and preserved. Students also learn about the relationship of material items to culture and what we can learn about past societies from these items.

Prerequisites: None

Art in World Cultures ✖

Who is the greatest artist of all time? Leonardo da Vinci? Claude Monet? Michelangelo? Pablo Picasso? Is the greatest artist of all time someone whose name has been lost to history? Students will learn about some of the greatest artists while also creating art of their own, including digital art. The course explores the basic principles and elements of art, how to critique art, and how to examine some of the traditional art of the Americas, Africa, and Oceania in addition to the development of Western art.

Prerequisites: None

Astronomy ✖

Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe. This course introduces students to the study of astronomy, including its history and development; basic scientific laws of motion and gravity; the concepts of modern astronomy; and the methods used by astronomers to learn more about the universe. Additional topics include the solar system; the Milky Way and other galaxies; and the sun and stars. Using online tools, students examine the life cycle of stars, the properties of planets, and the exploration of space.

Prerequisites: None

Biotechnology ✖ N

In today’s world, biotechnology helps us grow food, fight diseases, and create alternative fuels. In this course, students will explore the science behind biotechnology and how this science is being used to solve medical and environmental problems.

Prerequisites: None

✖ 0.5 credit course N new course ¹ premium pricing may apply



Careers in Criminal Justice ✖

The criminal justice system may be a good career option for students who want to help prevent crime and maintain order in society. This course provides an overview of the wide range of career opportunities in the criminal justice system, from law enforcement to forensic scientists to lawyers and judges. Students will learn about the trial process, the juvenile justice system, and the correctional system. Students will explore careers in each area, including job expectations and training requirements.

Prerequisites: None

Cosmetology ✖

Students will explore career options in the field of cosmetology. Research into some of the common techniques used in caring for hair, nails, and skin in salons, spas, and other cosmetology-related businesses will also be presented.

Prerequisites: None

Criminology ✖

In the modern world, many citizens share a concern about criminal behaviors and intent. This course introduces students to the field of criminology, the study of crime. Students look at possible explanations for crime from psychological, biological, and sociological perspectives; explore the categories and social consequences of crime; and investigate how the criminal justice system handles criminals and their misdeeds. The course explores some key questions: Why do some individuals commit crimes while others do not? What aspects of culture and society promote crime? Why are different punishments given for the same crime? What factors—from arrest to punishment—help shape the criminal case process?

Prerequisites: None

Early Childhood Education ✖

This course is for students who want to influence children during the most important years of human development—the first few years of life when they learn to walk, talk, run, jump, read, and write, among other milestones. The course focuses on how caregivers can help infants, toddlers, and children grow and develop in positive ways. Students learn how to create fun and educational environments for children; how to keep the environment safe for children; and how to encourage the health and well-being of infants, toddlers, and school-aged children.

Prerequisites: None

✖ 0.5 credit course ✎ new course ¹ premium pricing may apply



Fashion and Interior Design ✖

From the clothes we wear to the homes we live in, fashion and design is all around us. In this course, students who have a flair for fashion or who constantly redecorate their room find out what it is like to work in the design industry by exploring career possibilities and the background needed to pursue them. Students learn the basics of color and design, then test their skills through hands-on projects. They also learn essential communication skills that build success in any business. By the end of the course, students are well on their way to developing the portfolio needed to get started in this exciting field.

Prerequisites: None

Gothic Literature ✖

Since the eighteenth century, Gothic tales have influenced fiction writers and fascinated readers. This course focuses on the major themes found in Gothic literature and demonstrates how the core writing drivers produce a suspenseful environment for readers. Some of the recurring themes and elements found in the genre are also presented. As they complete the course, students gain an understanding of and an appreciation for the complex nature of Gothic literature.

Prerequisites: None

Great Minds in Science ✖

Is there life on other planets? What extremes can the human body endure? Can the global warming problem be solved? Today, scientists, explorers, and writers are working to answer all of these questions. Like Edison, Einstein, Curie, and Newton, the scientists of today are asking questions and working on problems that may revolutionize our lives and world. This course focuses on ten of today's greatest scientific minds. Each unit takes an in-depth look at one of these individuals, and shows how their ideas may help to shape tomorrow's world.

Prerequisites: None

Health Science I ✖ N

Will we ever find a cure for cancer? What treatments are best for conditions like diabetes and asthma? How are illnesses like meningitis, tuberculosis, and the measles identified and diagnosed? Health sciences provide the answers to questions such as these. In this course, students will be introduced to the various disciplines within the health sciences, including toxicology, clinical medicine, and biotechnology. They will explore the importance of diagnostics and research in the identification and treatment of diseases. The course presents information and terminology for the health sciences and examines the contributions of different health science areas.

Prerequisites: None

✖ 0.5 credit course N new course ¹ premium pricing may apply



Health Science II ✖️🆕

Health Science II is designed to further students' understanding of the health care workplace, including patient and caregiver interactions and how various members of the health care team work together to create an ethical, functional and compassionate environment for patients.

Prerequisites: None

History of the Holocaust ✖️

Holocaust education requires a comprehensive study of not only times, dates, and places, but also the motivation and ideology that allowed these events. In this course, students study the history of anti-Semitism; the rise of the Nazi party; and the Holocaust, from its beginnings through liberation and the aftermath of the tragedy. The study of the Holocaust is a multi-disciplinary one, integrating world history, geography, American history, and civics. Through this in-depth, semester-long study of the Holocaust, high school students gain an understanding of the ramifications of prejudice and indifference, the potential for government-supported terror, and get glimpses of kindness and humanity in the worst of times.

Prerequisites: None

Hospitality and Tourism ✖️

With greater disposable income and more opportunities for business travel, people are traversing the globe in greater numbers. As a result, hospitality and tourism is one of the fastest growing industries in the world. This course introduces students to hotel and restaurant management, cruise ships, spas, resorts, theme parks, and other segments of the industry. Students learn about key hospitality issues; the development and management of tourist locations; event planning; marketing; and environmental issues related to leisure and travel. The course also examines some current and future trends in the field.

Prerequisites: None

International Business ✖️

From geography to culture, global business is an exciting topic in the business community today. This course helps students develop the appreciation, knowledge, skills, and abilities needed to live and work in the global marketplace. It takes a global view of business, investigating why and how companies go international, and how they are more interconnected. Students gain an understanding of how economic, social, cultural, political, and legal factors influence both domestic and cross-border business. Business structures, global entrepreneurship, business management, marketing, and the challenges of managing international organizations are

✖️ 0.5 credit course 🆕 new course ¹ premium pricing may apply



also explored. The course helps students cultivate a mindfulness of how history, geography, language, cultural studies, research skills, and continuing education are important in twenty-first century business activities.

Prerequisites: None

Introduction to Agriscience ✖

Agriculture has played an important role in the lives of humans for thousands of years. It has fed us and given us materials that have helped us survive. Today, scientists and practitioners are working to improve and better understand agriculture and how it can be used to continue to sustain human life. In this course, students learn about the development and maintenance of agriculture, animal systems, natural resources, and other food sources. Students also examine the relationship between agriculture and natural resources and the environment, health, politics, and world trade.

Prerequisites: None

Introduction to Culinary Arts ✖

Food is fundamental to life. Not only does it feed our bodies, but it's often the centerpiece for family gatherings and social functions. In this course, students learn all about food, including food culture, food history, food safety, and current food trends. They also learn about the food service industry and how to prepare some culinary dishes. Through hands-on activities and in-depth study of the culinary arts field, this course helps students hone their cooking skills and gives them the opportunity to explore careers in the food industry.

Prerequisites: None

Introduction to Manufacturing ✖

America has been called a land of consumers. Our society has become accustomed to the luxury of purchasing commodities from retail stores in a way that is convenient and affordable. Most of us don't take the time to think much past the checkout line, however. Where do these products come from exactly? Were they made in our country or shipped in from somewhere else entirely? What machines and equipment were used to make the items we purchase? Who are the people involved in manufacturing and assembling the finished goods that line the shelves of our favorite stores? This course will give you a behind-the-scenes look at the vast industry called manufacturing. In this unit, you'll examine the basics of manufacturing, including a brief history and some of the basic processes and principles that work together to transform raw materials into useful and valuable commodities.

Prerequisites: None

✖ 0.5 credit course  new course ¹ premium pricing may apply



Introduction to Social Media ✖

Whether students have already dipped their toes in the waters of social media or are still standing on the shore wondering what to make of it all, learning how to interact on various social media platforms is crucial in order to survive and thrive in this age of digital communication. In this one-semester course, students learn the ins and outs of social media platforms such as Facebook, Twitter, Pinterest, Google+, and more. They also discover other types of social media they may not have been aware of and how to use them for to benefit personally, academically, and eventually, professionally as well. Students learn that social media platforms are more than just a place to keep track of friends and share personal photos. This course shows them how to use these resources in much more powerful ways.

Prerequisites: None

Law and Order/Legal Studies ✖

Every society has laws that its citizens must follow. From traffic laws to regulations on how the government operates, laws help provide society with order and structure. Consumer laws help protect society from faulty goods; criminal laws help protect society from individuals who harm others; and family law handles the arrangements and issues that arise in areas like divorce and child custody. By understanding the workings of our court system, as well as how laws are actually carried out, students learn how our lives are guided and regulated by our society's legal expectations—and become more informed and responsible citizens.

Prerequisites: None

Mythology and Folklore ✖

Mighty heroes. Angry gods and goddesses. Cunning animals. Since the first people gathered around fires, mythology and folklore has been used as a way to make sense of humankind and our world. Beginning with an overview of mythology and different kinds of folklore, students journey with ancient heroes as they slay dragons and outwit gods, follow fearless warrior women into battle, and watch as clever monsters outwit those stronger than themselves. They explore the universality and social significance of myths and folklore, and see how these are still used to shape society today.

Prerequisites: None

Peer Counseling ✖

Helping people achieve their goals is one of the most rewarding of human experiences. Peer counselors help individuals reach their goals by offering them support, encouragement, and resource information. This course explains the role of a peer counselor, teaches observation, listening, and emphatic communication skills that counselors need, and provides basic training in

✖ 0.5 credit course N new course ¹ premium pricing may apply



conflict resolution, and group leadership. Not only will this course help prepare students to work as peer counselors, but the skills they learn will enhance their ability to communicate effectively in personal and work relationships.

Prerequisites: None

Philosophy ✖

This one-semester course takes students on an exciting adventure that covers more than 2,500 years of history! Along the way, they run into some very strange characters. For example, they read about a man who hung out on street corners, barefoot and dirty, pestering everyone he met with questions. They learn about another eccentric who climbed inside a stove to think about whether he existed. Despite their odd behavior, these and other philosophers of the Western world are among the most brilliant and influential thinkers of all time. As students learn about these great thinkers, they come to see how and where many of the most fundamental ideas of Western Civilization originated. Students also get a chance to ask themselves some of the same questions these great thinkers pondered. By the time they “close the book” on this course, students have a better understand themselves and the world around them—from atoms to outer space—and everything in between.

Prerequisites: None

Real World Parenting ✖

What is the best way to care for children and teach them self-confidence and a sense of responsibility? Parenting involves more than having a child and providing food and shelter. In this one-semester course, students learn what to prepare for, what to expect, and what vital steps parents can take to create the best environment for their children. Parenting roles and responsibilities, nurturing and protective environments for children, positive parenting strategies, and effective communication in parent-child relationships are some of the topics covered in this course.

Prerequisites: None

Social Problems I ✖

Students become aware of the challenges faced by social groups as they learn about the complex relationship among societies, governments, and the individual. Each unit focuses on a particular area of concern, often within a global context. Possible solutions at both the structural level as well as that of the individual are examined. Students learn more about how social problems affect them personally as well as globally, and begin to develop the skills necessary to help make a difference in their own lives and communities.

Prerequisites: None

✖ 0.5 credit course ✖ new course ¹ premium pricing may apply



Social Problems II ✖

The Social Problems II course continues to examine timely social issues affecting individuals and societies around the globe. Students learn about the overall structure of the social problem as well as how it impacts their lives. Each unit focuses on a particular social problem, including racial discrimination, drug abuse, the loss of community, and urban sprawl, and discusses possible solutions at both individual and structural levels. For each issue, students examine the connections in the global arena involving societies, governments, and the individual.

Prerequisites: None

Sociology I ✖

The world is becoming more complex. How do your beliefs, values, and behavior affect the people around you and the world in which we live? Students examine social problems in our increasingly connected world, and learn how human relationships can strongly influence and impact their lives. Exciting online video journeys to an array of areas in the sociological world are an important component of this relevant and engaging course.

Prerequisites: None

Sociology II ✖

Sociology is the study of people, social life, and society. By developing a “sociological imagination” students are able to examine how society itself shapes human action and beliefs—and how in turn these factors re-shape society itself! Fascinating online video journeys not only inform students, but motivate them to seek more knowledge on their own.

Prerequisites: None

Sports and Entertainment Marketing ✖

A career in sports and entertainment marketing may be just the thing for students who dream about playing sports professionally or becoming an agent for a celebrity entertainer. Although this particular form of marketing bears some resemblance to traditional marketing, there are many differences as well—including a lot more glitz and glamour! In this course, students explore basic marketing principles and delve deeper into the multibillion-dollar sports and entertainment marketing industry. Students learn how professional athletes, sports teams, and well-known entertainers are marketed as commodities, and how some of them become billionaires as a result. They also get a glimpse how things work behind the scenes of major sporting events like the Super Bowl, and how they can play a role in such an event.

Prerequisites: None

✖ 0.5 credit course N new course ¹ premium pricing may apply



Veterinary Science ✖

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. In this course, students take a look at the animals that live in our homes, on our farms, and in zoos and wildlife sanctuaries, and examine some of the common diseases and treatments for domestic animals. They also learn about toxins, parasites, and infectious diseases that affect not only the animals around us, but at times, humans as well! The course provides an overview of veterinary medicine and science, and how the prevention and treatment of diseases and other health issues are studied and applied.

Prerequisites: None

World Religions ✖

Throughout the ages, religions from around the world have shaped the political, social, and cultural aspects of societies. This course focuses on the major religions that have played a role in human history, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taoism. Students trace the major developments in these religions and explore their relationships with social institutions and culture. The course also looks at some of the similarities and differences among the major religions and examines the connections and influences they have.

Prerequisites: None

✖ 0.5 credit course ✎ new course ¹ premium pricing may apply



English I

In this credit recovery course, students learn about modern forms of communication and the media, with a focus on the Internet. They also explore elements of fiction and expository texts, build their vocabulary, and develop their language skills through reading and writing assignments. Vocabulary lists and definitions are provided in both English and Spanish. Tools to improve study skills are embedded throughout the course; threaded discussions, rubrics, and study guides help students absorb and proactively respond to the course content. Because the course is designed specifically for credit recovery students, content is appropriately grouped into smaller topics to increase retention and expand opportunities for assessment.

English II

In English II Credit Recovery, students conduct an in-depth survey of literature. They read literary works from a variety of genres and cultures and examine both classic and modern periods. In the process, students learn about literary techniques and the effectiveness and purposes of common literary devices. The course stresses critical-thinking skills; assignments include speaking and writing projects to help students develop these skills. Students continue to build their vocabulary in this course; as in English I, vocabulary lists and definitions are provided in English and Spanish. Interactive questions and games allow students to check their understanding before taking assessments.

English III

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

English IV

English IV Credit Recovery is a condensed version of the English IV Foundations course. Its format and length makes it great fit for summer programs and other contexts in which instructional time and teacher time may be limited. In this course, students read and analyze classic, modern, and contemporary literary works. Reading selections, which are contained in an online literary anthology, include plays, short stories, poetry, essays, and novels. Students think critically about the complex issues posed in the readings and express their interpretations of these issues in essays, research papers, journals, and oral presentations. Students learn about the validity of sources as they complete their writing assignments.

 0.5 credit course  English Language Learner-supported content



CREDIT RECOVERY – MATH

Algebra I

The purpose of this course is to allow the student to gain mastery in working with and evaluating mathematical expressions, equations, graphs, and other topics, with an emphasis on real-world applications throughout this yearlong algebra course. The first semester of the course includes an introduction to real numbers and variable expressions, methods for solving equations, understanding functions and relations, and an in-depth study of linear and quadratic functions. The second semester of the course provides students with extensive instruction in topics, including systems of equations and inequalities, exponential and radical functions, rational expressions and equations as well as probability and statistics. Throughout the course are self-check quizzes, audio tutorials, interactive manipulatives, practice games, and plenty of review activities.

Algebra II

Algebra II Credit Recovery expands on the mathematical content of Algebra I and Geometry and serves as a foundation for the material presented in subsequent mathematics courses (for example, Trigonometry and Calculus). In this course, the emphasis is on functions and using algebraic solutions to solve various types of problems. Students are encouraged to develop their abstract-thinking skills as well as their computational skills. The two-semester course covers the following topics: linear and quadratic functions, radical functions, rational functions, exponential and logarithmic functions, trigonometric functions, systems of equality, geometry, conic sections, and statistics and probability.

Geometry

Geometry Credit Recovery is a comprehensive course featuring geometric terms and processes, logic, and problem solving. The course begins by giving students an immediate connection to the content and concepts they have learned in their algebra courses. (Building on prior knowledge helps students absorb new content.) Students go on to learn about parallel line and planes; rays and angles; congruent triangles; inequalities; quadrilaterals; circles; polygons; perimeter, area, and volume; inductive and deductive reasoning; and translations, reflections, and rotations. They study various forms of proofs and develop their reasoning and problem-solving skills by studying similarity, areas, volumes, circles, and coordinate geometry.

 0.5 credit course  English Language Learner-supported content



CREDIT RECOVERY – SCIENCE

Biology

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

Chemistry

This course adheres closely to standards for the teaching of chemistry. Emphasis is placed on the use of theoretical and mathematical concepts to explain and predict chemical behavior. This course has been specifically built with the credit recovery student in mind. The course content has been appropriately grouped into smaller topics to increase retention and expand opportunities for assessment. Students engage in learning through multimedia activities, enhancing the information through contextual presentations. Post-topic quizzes are presented with each topic of content. Audio readings are included with every portion of content, allowing auditory learners the opportunity to engage with the course. Test pools and randomized test questions are utilized as well as unit exams, ensuring that students taking the course will not be presented with the same assessment content.

Earth Science

Earth Science is the branch of science devoted to studying the planet Earth and all the objects in the universe. This course begins with an introduction to the processes, methods, and tools of scientific inquiry. An understanding of the geology of Earth is built through units that discuss topics such as rocks and minerals, plate tectonics, and Earth's natural resources. Students build their understanding of the structure and function of the Earth's atmosphere, as well as situations that cause changes in the atmosphere. The study of oceanography is introduced with such topics as seafloor features and ocean currents. Weather, climate, and climate change are topics that begin to develop an understanding of meteorology. Throughout the course, students develop an understanding of how Earth's systems and cycles work together to make life on Earth possible. The students also take a tour of the universe as they discuss its formation, the characteristics of the objects in our solar system, and the universe beyond our solar system. Throughout the course, they see examples of how individuals have built our knowledge of Earth and the universe through invention, innovation, and discovery.

 0.5 credit course  English Language Learner-supported content



CREDIT RECOVERY – SCIENCE

Physical Science

This credit recovery course is an introductory course to high school science courses. In Physical Science (ELL-supported content), students expand on their middle school science experiences to prepare for subsequent courses in biology, chemistry, and physics. The course emphasizes scientific thinking as a way of understanding the natural phenomena that surround us. It includes real and virtual lab exercises and gives students the skills to discuss a number of scientific topics, understand how science is used in their daily lives, and become comfortable with solving simple algebraic expressions that support scientific laws. Built with the credit recovery student in mind, the course content is grouped into smaller topics to increase retention and expand opportunities for assessment.



CREDIT RECOVERY – SOCIAL STUDIES

American Government

This one-semester credit recovery course covers the historical backgrounds, governing principles, and institutions of the government of the United States. The focus is on the principles and beliefs that the United States was founded on and on the structure, functions, and powers of government at the national, state, and local levels. In American Government, students examine the principles of popular sovereignty, separation of powers, checks and balances, republicanism, federalism, and individual rights. They also learn about the roles of individuals and groups in the American political system. Students compare the American system of government with other modern systems and assess the strengths and problems associated with the American version.

American History

This credit recovery course gives students a basic understanding of American history. The course begins with the settling of America and continues through present-day domestic and world issues that affect American society. In this course, students analyze influential documents and learn about significant individuals who contributed to the nation's development. They study the causes and effects of the various wars in which Americans have fought, and they use critical thinking and problem-solving skills as they take part in interactive discussions and complete a variety of assignments. By the end of the course, students have the knowledge to discuss the characteristics that define the United States as a world power.

 0.5 credit course  English Language Learner-supported content



CREDIT RECOVERY – SOCIAL STUDIES

Economics ✖ E

In this one-semester credit recovery course, students gain a basic understanding of economics. The course uses real-world economic applications to help students better grasp a range of economic concepts, including macro- and microeconomic concepts. The course covers the American free enterprise system and addresses how this system affects the global economy. Students learn how to think like economists as they study economic principles and different economic systems. They analyze and interpret data to understand the laws of supply and demand. Examining the world of business, money, banking, and finance helps students understand how economics is applied both domestically and globally.

Geography E

Designed for credit recovery students, this course examines a broad range of geographical perspectives covering all of the major regions of the world. Each region is reviewed in a similar structure so that students can clearly see the similarities and differences between regions. Specifically, the course explores where each region is located along with its physical characteristics, including absolute and relative location, climate, and significant geographical features. The course closely examines the human impact on each region from cultural, economic, and political perspectives. It also includes instruction on writing about art and a discussion of art historians.

World History E

World History Credit Recovery is a survey of world history from prehistoric to contemporary times. Students learn about the socioeconomic, political, and ideological conditions of various time periods as they study historical events, cultural achievements, and world regions. Using primary and secondary sources, students employ critical-thinking and problem-solving skills as they conduct inquiry-based research, participate in interactive discussions, and complete assignments establishing real-world connections. By the end of the course, students can articulate the relationship between historical occurrences and contemporary situations. They can also predict how contemporary issues will affect future generations based on historical evidence.

✖ 0.5 credit course E English Language Learner-supported content



CREDIT RECOVERY – ELECTIVES

Health ✖️ Ⓜ️

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

Physical Education ✖️

Through this one-semester credit recovery course, students learn a wide variety of fitness concepts that they will be able to use in their everyday life. The course addresses the fundamentals of physical fitness, including goal setting and target heart rate. Students learn how their body works by studying static and dynamic balance, linear and rotary motion, anatomy, and biomechanics. They are introduced to a variety of lifetime activities, including tennis, golf, Frisbee, and orienteering. They also learn about activities that promote cardiorespiratory fitness, including kickboxing, hip hop dance, fitness walking, and cycling. Pilates, yoga, and breathing exercises that help promote physical and emotional wellness are addressed as well.

Spanish I

This credit recovery course provides students with instruction in the basics of learning the Spanish language. Content includes greetings, time, dates, colors, clothing, numbers, weather, family, houses, sports, food and drink, and school. The course introduces basic and stem-changing verbs and their formation and use in the present tense. Students also learn about interrogatives, question formation, and adjectives and their form and use. Possessives, prepositions, and other grammatical structures are also covered. In this course, students become acquainted with the Spanish-speaking countries of the world and their cultures, and learn practical information such as restaurant vocabulary and expressions of invitation.

✖️ 0.5 credit course Ⓜ️ English Language Learner-supported content

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Optional Appendix B

APPENDIX B

NEW MEXICO GATEWAY ACADEMY GOVERNING COUNCIL BYLAWS

I. NUMBER OF GOVERNING COUNCIL MEMBERS:

- A. The New Mexico Gateway Academy Governing Council will serve as the governing body of New Mexico Gateway Academy (“NMGA”). The Governing Council will be established with no less than five (5) members; each position shall be assigned a position number.

II. GOVERNING COUNCIL MEMBERSHIP:

- A. Procedure for Electing Members:

1. Election of Council Members: Governing Council Members shall be elected by a majority vote of the existing Council and selected from the nominations received.

2. Term of Council Members: The terms of the Governing Council members shall be as follows: Council members shall serve two year terms except that Council members serving in the first year of NMGA operations who are assigned an odd numbered position will serve a three-year term and be eligible for re-election. New terms shall begin on July 1 and expire on June 30 of the last year of the member’s term.

3. Compensation: Governing Council members will not receive compensation for their services; however, members may be compensated for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.

4. Resignations and Removal: Any member may resign at any time by giving written notice to the President or to the Secretary. Acceptance of such resignation shall not be necessary to make it effective. Unless the resignation letter states otherwise, it shall be effective on the date received.

Any member may be removed by a majority vote of the Governing Council whenever such removal is in the best interests of NMGA. Grounds for removal will include without limitation the following acts or omissions:

- a. Violation of the Conflict of Interest Policy;
- b. Violation of *Governing Council Commitment Agreement*;
- c. Failure to attend three consecutive scheduled meetings of the Governing Council, except when such absence is due to exigent circumstances;
- d. Violation of the member’s duty of loyalty;
- e. Violation of the Governing Council’s Code of Ethics;
- f. Failure to attend annual mandatory training; or
- g. Any other grounds the Governing Council deems appropriate.

5. Vacancies: A vacancy on the Governing Council shall be filled by the Governing Council after a nomination process. Once the vacancy is filled, the term shall only be for the unexpired portion of the term of the member being replaced. The Governing Council will ensure that the authorizer is timely notified of any changes in the membership and file all required documents to maintain its Board of Finance status.

6. Attendance: Members of the Governing Council are required to attend all scheduled meetings of the Governing Council unless exigent circumstances arise. If a Council member cannot be physically present at a meeting for unavoidable conflict, he/she may make arrangements to appear virtually in accordance with the provisions of the Open Meetings Act. A member of the Governing Council who will be unable to attend a Governing Council meeting will notify the President of the Governing Council prior to the meeting. If the President cannot attend the meeting, he/she must notify the Vice-President and forward all information regarding the upcoming meeting to him/her, including notices of non-appearances by other Council members.

III. POWERS AND AUTHORITY OF THE GOVERNING COUNCIL:

A. Authority of the Governing Council:

1. General: The Governing Council is the governing body of the NMGA charter school and is responsible for ensuring the fair and uniform application of all federal, state, and local laws in the operation of NMGA as well as the school's charter and policies. NMGA will be operated for the educational benefit of its Students. The Governing Council is the policy-making body for NMGA. The NMGA Governing Council will exercise leadership primarily through the formulation and adoption of policies.

2. Delegation to the Director (who is the Head Administrator of the school): The Governing Council shall concern itself primarily with broad questions of policy and with the appraisal of results rather than with administrative detail. The application of policies is an administrative task to be performed by the Director and designated staff, and they shall be held responsible for the effective implementation of Governing Council policies. The Director shall be held responsible for keeping the Governing Council informed of all matters within its purview, so that the Governing Council can fulfill the above described functions of a governing body.

The Director will have primary responsibility for all aspects of the school's operations and programs, including the day-to-day management and implementation of the school's charter and Governing Council policies. The teachers and staff of NMGA will report to the Director.

3. Individual Member's Authority: A member of the Governing Council is a public officer, but has no power or authority individually. The charter vests power in the Governing Council, and not in the members, either individually or otherwise, and these powers must be exercised by the Governing Council at a public meeting, with action duly recorded in its minutes.

4. Binding Authority: The Governing Council shall not be bound in any way by any action or statement on the part of any individual Governing Council member except when such a statement or action is pursuant to specific instructions from the Governing Council. Any such exception shall be recorded as an action item of the Governing Council and recorded in the minutes.

5. Advanced Notice: The Governing Council recognizes the importance of timely communication among its members and between the Governing Council and the Director. The Director or his/her designee will strive to insure that the Governing Council is given prior notice of matters submitted by members for deliberation at meetings.

B. Powers of the Governing Council:

The powers and duties of the Governing Council are prescribed by the NMGA Charter and the New Mexico Public School Code and all applicable laws and regulations. Complete and

final control of all matters pertaining to NMGA's educational system shall be vested in the Governing Council. The Governing Council of NMGA shall have the following powers and duties:

1. Those powers as set forth in NMGA's Charter that are not inconsistent with federal or state laws or constitutions, or as otherwise set forth in the Charter Schools Act, NMSA 1978 §§22-8B-1, et seq. which provides that NMGA:
 - a. Shall be subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services;
 - b. Shall be governed by a governing body in the manner set forth in the charter; provided that a governing body shall have at least five members; no member may serve on the governing body of another charter school;
 - c. Shall be responsible for (1) its own operation, including preparation of a budget, subject to audits pursuant to the Audit Act [12-6-1 NMSA 1978]; and (2) contracting for services and personnel matters;
2. May contract with a school district, a university or college, the state, another political subdivision of the state, the federal government or one of its agencies, a tribal government or any other third party for the use of a facility, its operation and maintenance, and the provision of any service or activity that the charter school is required to perform in order to carry out the educational program described in its charter. Facilities used by a charter school shall meet the standards required pursuant to Section 22-8B-4.2 NMSA 1978;
3. May pay the costs of operation and maintenance of its facilities or may contract with a school district to provide facility operation and maintenance services;
4. May acquire and dispose of property; provided that, upon termination of the charter, all assets of the state-chartered charter school shall revert to the state, except that, if all or any portion of a state-chartered charter school facility is financed with the proceeds of general obligation bonds issued by a local school board, the facility shall revert to the local school board;
5. May accept or reject any charitable gift, grant, devise or bequest; provided that no such gift, grant, devise or bequest shall be accepted if subject to any condition contrary to law or to the terms of the charter. The particular gift, grant, devise or bequest shall be considered an asset of the charter school to which it is given;
6. Shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy;
7. Shall comply with all applicable state and federal laws and rules related to providing special education services. Charter school students with disabilities and their parents retain all rights under the federal Individuals with Disabilities Education Act and its implementing state and federal rules.
8. Employ the Director of NMGA;
9. Delegate administrative and supervisory functions of the Director of NMGA when appropriate;
10. Approve the annual budget of anticipated income and expenditures, and direct the preparation of the annual financial audit report in connection with the New Mexico Public Education Department's annual audit;
11. Have the capacity to sue or be sued;

12. May contract for provision of financial management, food services, education related services or other services; and
13. Be responsible for its own operation, including preparation of the budget, subject to audits pursuant to the Audit Act.

IV. GOVERNING COUNCIL OFFICERS:

- A. Officers:** The Officers of the Governing Council shall be a President, a Vice President, a Treasurer and a Secretary. NMGA may, at the discretion of the Governing Council, provide for different categories of Officers, including, without limitation, one or more Assistant Treasurers and/or Assistant Secretaries. The duties of certain officers are set forth herein. When the incumbent of an office is unable to perform the duties thereof or when there is no incumbent of an office (both such situations referred to hereafter as the “absence” of the Officer), the duties of the office shall, unless otherwise provided by the Governing Council or these Bylaws, be performed by the next Officer set forth in the following sequence: President, Vice President, Treasurer, and Secretary.
- B. Appointment and Tenure:** All Officers shall be elected each year by the Council at its Annual Meeting for terms of two (2) years, with a two (2) term maximum or until their successors have been duly elected and qualified or until their death, resignation or removal. Officers’ terms shall commence immediately following the Annual Meeting of the Governing Council which will be held near the end of each fiscal year. Officer terms commence on July 1.
- C. Resignations and Removal:** Any Officer may resign at any time by giving written notice to the President or to the Secretary. The resignation shall be effective immediately upon tendering the notice, unless a different date is otherwise specified in the written notice. Any Officer may be removed by the Council whenever in its judgment he/she fails to perform the duty of office or such other duties as appointed by the Council and the best interests of NMGA would be served thereby.
- D. Vacancies:** A vacancy in any office may be filled by the Council for the unexpired portion of the term of the officer being replaced.
- E. President:** The President of the Governing Council shall preside at all meetings and shall appoint committees with approval of the Governing Council. He/She shall have the right, as other members of the Governing Council, to make or second motions, to discuss questions, and to vote. The President of the Governing Council may not act for or on behalf of the Governing Council without prior specific authority from a majority of the Governing Council to do so. All communications addressed to the President shall be considered by him or her for appropriate action, which consideration may include consulting with legal counsel, and consideration by the Governing Council. The President shall sign legal documents as required by law and perform such other duties as may be prescribed by the Governing Council. It is the President’s responsibility to ensure that Governance Council members uphold their commitments/responsibilities to the school. The President is responsible for compiling the topics for business to be placed on the agenda. Any member of the Governing Council may offer items to be heard or discussed at any meeting of the Council.
- F. Vice President:** The Vice-President shall perform the duties of the president in the absence of the president or at the request of the President. In the event a vacancy occurs in the presidency, the Vice-President will act in the capacity of the President until the office has been filled by a vote of the Council membership.

G. Treasurer: The Treasurer shall be familiar with the fiscal affairs of NMGA and shall keep the Council informed thereof in the event that NMGA's Business Manager is unable to so act. He/She will have knowledge of public school finance laws, rules and policies and shall serve as the Chairperson of the NMGA Finance Committee. He/She shall attend the PED Spring Budget Workshop and/or any other financial regulatory training recommended by the Director or Business Manager.

H. Secretary: The Secretary shall keep the minutes of the Governing Council meetings, subject to the direction of the President, assure that all notices are given in accordance with the provisions of the Charter, Governing Council policies and as required by law; shall countersign, when required, all authorized bonds, contracts, deeds, leases, or other legal instruments; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the Governing Council. The Council may appoint a designee to assist with the responsibilities of the Secretary as described herein, including recording and transcribing the minutes of the meetings, posting notices and agendas and preparing packets for the Governing Council's review. The Council Secretary will review the minutes prior to presentation to the Governing Council for approval. The Secretary shall be responsible for presenting the minutes to the Council at meetings.

I. Directors and Officers Insurance: The Governing Council may secure officers and directors insurance in excess of the coverage provided by the NM Public School Insurance Authority upon appropriate approval of the Governing Council, and if provided for in the charter school's approved budget.

J. Delegation: The Governing Council may delegate temporarily the powers and duties of any Officer, in case of such Officer's absence or for any other reason, to any other Officer, and may authorize the delegation by any Officer of any of such Officer's powers and duties to any agent or employee subject to the general supervision of such Officer.

V. STANDING COMMITTEES OF THE GOVERNING COUNCIL:

The Governing Council will have the authority to form the following committees based on the needs of NMGA;

A. Proposed Committees and councils:

1. School Advisory Council: The Director will be instrumental in developing this council. NMGA shall create a School Advisory Council to assist the Director with school-based decision-making and to involve parents in their children's education. The School Advisory Council shall be created and its membership elected in accordance with rules that will be adopted by the Governing Council. Membership on the School Advisory Committee shall reflect an equitable balance between school employees and parents and community members. At least one community member shall represent the business community, if such person is available. The Director may serve as chair. The Director shall be an active member of the School Advisory Council.

2. Audit and Finance Committees: NMGA's Audit Committee and Finance Committee have vital roles in keeping the Governing Council apprised of the school's business affairs and financial condition.

a. Appointments and Composition

- The Governing Council will establish a Finance Committee made up of at least two members of the Governing Council (including the Treasurer of the Governing Council who shall serve as chair), NMGA Business Manager, and at least one other member who is a non-NMGA employee and disinterested party selected by the Treasurer and Business Manager and approved by the Council to assist the Governing Council in carrying out its budget and finance duties.
- The Governing Council also will establish an Audit Committee including two Governing Council members, one volunteer member who is a parent of a student attending NMGA, and one volunteer member who has experience in accounting or financial matters. The Director and the Business Manager shall serve as ex-officio members of the Audit Committee.

b. Responsibilities

- **Finance Committee:** The Finance Committee will work closely with the Director to meet the fiscal needs of NMGA and ensure awareness and compliance with all the rules and regulations applicable to public school finance in New Mexico. The Finance Committee shall make recommendations to the Governing Council in the areas of financial planning, review of financial statements, monitoring of revenues and expenses, annual budget preparation and oversight, and procurement, and shall serve as an external monitoring committee on budget and other financial matters.
- **Audit Committee:** The Audit Committee shall evaluate the request for proposals for annual financial audit services; recommend the selection of the financial auditor; attend the entrance and exit conferences for annual and special audits; meet with external financial auditors at least monthly after audit field work begins until the conclusion of the audit; be accessible to the external financial auditors as requested to facilitate communication with the Governing Council and the Director; track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings; provide other advice and assistance as requested by the Governing Council, and be subject to the confidentiality requirements of the Audit Act, NMSA 1978 Section 12-6-1 et seq.

3. Policy Development Committee: The Policy Development Committee is commissioned by and responsible to the Governing Council to assume the primary responsibility for matters pertaining to development of school and Governing Council policies.

4. Professional Development Committee. The committee is commissioned by and responsible to the Governing Council. The committee will provide the Governing Council in formation and recommendations concerning NMGA's budget with regard to expenditures on professional development opportunities.

5. Student Support and Safety Committee. This committee will be created to ensure that the school's services are adequately providing the necessary support to students attending NMGA.

6. Facilities and Capital Planning Committee. The Facilities and Capital Planning Committee will focus on selection of an appropriate facility in compliance with the provisions of the Public School Code, assist in negotiating terms and conditions for

property acquisition, develop the school's facility master plan and initiate capital planning and assist with other facility related decision-making for NMGA.

7. Career Pathways Advisory Committee. The function of this committee will be to engage industry leaders as advisors to the Board to help NMGA develop appropriate career pathways and build a statewide network of industry experts. The Strategic Planning Coordinator will be on this committee.

B. Committee Selection and Membership:

a. Election and Term: Members of each Committee may be chosen from time to time by the Governing Council and shall serve for such period of time as the Governing Council shall from time to time determine. The specific composition of the Audit and Finance Committees, however, shall be governed by the provisions of paragraph 2 above.

b. Meetings: Committees may meet at such times and for such purposes as they shall from time to time determine. Provisions for notice and procedures applicable to meetings of the Governing Council's committees shall be as prescribed by the Governing Council and shall comply with the Open Meetings Act if the purpose of such meeting is to set policy affecting NMGA.

c. Resignations and Removal: Any member of a committee may, at any time, resign by giving written notice to the President or the Secretary. The resignation shall be effective immediately upon tendering the notice, unless a different date is otherwise specified in the written notice. Any member of a committee may be removed by the Governing Council whenever in its judgment the best interests of NMGA would be served thereby.

e. The Governing Council has the authority to create *ad hoc* committees as deemed necessary. The policies and procedures that govern *ad hoc* committees will be determined as specified by the Governing Council action creating and approving the existence of any such committee.

VI. MEETINGS OF THE GOVERNING COUNCIL:

All meetings of the NMGA Governing Council shall be held in accordance with the New Mexico Open Meetings Act, NMSA 1978 §§10-15-1, *et seq.*

A. Meetings. The Governing Council shall pass a resolution annually describing what notice of a public meeting is reasonable when applied to the NMGA Governing Council. The resolution shall describe appropriate notice and methods for posting agendas for regular, special and emergency meetings of the Governing Council.

B. Special Meetings. Special meetings of the Governing Council may be called at the direction of the Governing Council. Such meetings to be held at such time and place consistent with the Governing Council's annual resolution for conducting its public meetings. Notice and agendas for Special Meetings shall be posted/available by no less than 72 hours prior to the meeting.

C. Attendance via Telephone Conference Call. Except to the extent otherwise provided by law, any meeting of the Governing Council may be attended by a Council Member by means of a conference telephone (or similar communications equipment) when it is otherwise difficult or impossible for the member to attend the meeting in person, provided that the member participating by conference telephone can be identified when speaking, all

participants are able to hear each other at the same time and members of the public attending the meeting are able to hear any other member of the Governing Council who speaks during the meeting. Such attendance shall constitute presence by the Governing Council member as if in person at such meeting and for purposes of determining a quorum. Any action taken by the Governing Council at such meeting shall constitute a valid action of the Governing Council. The Council shall determine annually and state in its Annual Resolution whether telephonic attendance is acceptable and any parameters concerning such attendance.

D. Notice. The Governing Council shall provide notice and post agendas in accordance with the New Mexico Open Meetings Act. Reasonable notice of the Governing Council shall include broadcast stations licensed by the Federal Communications Commission and newspapers of general circulation that have provided a written request for such notice. Notice of meetings and the availability of meeting agendas shall be consistent with the Governing Council's annual resolution. Except in cases of emergency, the Governing Council shall only act on matters identified on the agenda.

E. Emergency: An emergency meeting or agenda item is one necessitated by unforeseen circumstances that if not addressed immediately by the Governing Council, will likely result in injury or damage to persons or property or substantial financial loss to the public body.

F. Minutes: The Governing Council shall keep written minutes of all its meetings. The minutes shall include a minimum the date, time and place of the meeting, the names of members in attendance and those absent, the substance of the proposals considered and a record of any decisions and votes taken that show how each member voted. All minutes are open for public inspection. Draft minutes shall be prepared within ten working days after the meeting and shall be approved, amended or disapproved at the next meeting where a quorum is present. Minutes shall not become official until approved by the Governing Council.

VII. CONFIDENTIAL MATTERS OF THE GOVERNING COUNCIL:

The Governing Council recognizes that confidential information will be brought to the attention of individual Governing Council members and/or the Governing Council as a whole pertaining to, but not limited to, the following:

- a. matters relating to the employment or dismissal of, or charges against, specific NMGA personnel;
- b. matters relating to litigation or proposed litigation in which the Governing Council is or may become a party, or attorney-client communications;
- c. consideration of the acceptance of gifts, bequests, or donations where confidentiality has been requested by the donor;
- d. consideration of wages and benefits for the Director;
- e. consideration of suspension, expulsion, or disciplinary action in connection with a student;
- f. matters relating to the security of students, personnel, visitors, and/or school property; and
- g. such matters that may arise and qualify as being confidential by law.

The Governing Council further recognizes that public disclosure of such information may result in injury to individual or potential harm and possible liability to NMGA and that the Governing Council members must respect confidentiality of information that is privileged under applicable law. It is the policy of the Governing Council that Council members shall discuss or disclose confidential information only in connection with legitimate NMGA business, and only with individuals with a legitimate right to know.

VIII. MANNER OF ACTION:

A. Quorum: A majority of the seated Council Members, whether personally present or appearing telephonically, shall constitute a quorum for the transaction of business at any meeting of the Governing Council.

B. Financial Matters: The Governing Council shall approve all contracts, except for employee contracts (other than the **Director**) and except for purchases up to \$5,000; which shall be by the authority of the Director.

C. Manner of Acting: No action of the Governing Council shall be valid unless taken at a meeting at which a quorum as defined herein is present, and which has been properly noticed pursuant to the New Mexico Open Meetings Act. NMSA (1978) §§10-15-1 *et seq.*

IX. CONFLICTS OF INTEREST AND CODE OF ETHICS:

A. General Principles: It is the responsibility of the Governing Council to ensure that the school conducts all its business and operations impartially in accordance with all laws. All hiring and other transactions imposing financial and/or legal obligations on NMGA shall be made with the best interests of NMGA. It is the responsibility of all Council members to conduct themselves in accordance with the highest standards of integrity, honesty, and fair dealing to preclude any appearance of a conflict between the interest of NMGA and the personal interests of member.

The Governing Council also recognizes that the ultimate success of NMGA depends upon the active participation, cooperation and collaboration of all stakeholders. Sometimes, the best interests of NMGA may involve the creation of relationships that might create an appearance of impropriety or potential for abuse of position, if not carefully evaluated by disinterested parties. NMGA therefore has established this policy to guide Governing Council members in their actions or relationships, so that they will avoid the appearance of having their judgment or the performance of their duties compromised.

B. Conflict of Interest Definition: A conflict of interest occurs whenever a Governing Council member permits the prospect of direct or indirect personal gain (or gain to a relative or Related Party) to influence improperly his or her judgment or actions in the conduct of NMGA business. It is not practical to specify every action that might be considered to raise a conflict of interest.

Consequently, Governing Council members should immediately disclose to the Governing Council any circumstance that may give rise to the appearance of a conflict of interest. The following situations describe examples of direct conflicts of interest that should be reported to the Governing Council and avoided by Governing Council members.

1. Acquiring, leasing, selling any property, facilities, materials, or contract services (e.g., financial, legal, public relations, computers) by NMGA under circumstances in which there is direct or indirect compensation to a Governing Council member or his/her relative or a Related Party of the member.

2. Using confidential information acquired by virtue of the member's associations with NMGA for their individual or another's private gain.
3. Requesting or receiving and accepting a gift or loan to the member or a Related Party that tends to influence the member or appear to influence the member in the discharge of his/her duties as Governing Council members.
4. Influencing or having the appearance of influencing business with suppliers to NMGA, which results in the financial benefit to the member, his or her relatives or a Related Party.

C. Transactions with Interested Governing Council Members: Neither the Governing Council nor NMGA shall enter into a financial transaction with any Governing Council member or a Related Party of a member unless during a public meeting:

1. The nature of the direct or indirect financial interest is fully disclosed to the Governing Council;
2. The transaction is expressly approved by a majority of the Governing Council members present at such meeting who have no direct or indirect personal financial interest in the transaction; and
3. The Governing Council has established that:
 - i. the transaction is financially no less favorable to NMGA than would be available in an arm's length transaction between unrelated parties;
 - ii. no Governing Council member will be, as a result of NMGA entering the transaction in question, in a position to influence decisions relating to the questioned transaction and
 - iii. the benefits to NMGA outweigh any appearance of a conflict of interest. A written contract or other written memorandum shall evidence all such interested transactions approved by the Governing Council, and be reflected in Governing Council minutes.

D. Related Party: For purposes of these Bylaws, a "Related Party" is an individual, business enterprise, nonprofit organization or other entity with respect to which such Governing Council member, or a relative of such a Governing Council member:

1. Has a direct or indirect financial interest;
2. Is an officer or director; or
3. Is otherwise in a position to control the management or decision-making of such entity.

E. Deliberations and Voting on Conflict Issues: In order to avoid conflicts of interest and the appearance of impropriety Governing Council members shall not participate in any meeting, deliberation, or vote of the Governing Council relating to:

1. The discipline of himself or herself;
2. Discipline or employment decisions affecting any relative of the Governing Council member; or
3. The Governing Council's consideration of any transaction affecting the member for purposes of determining whether a conflict of interest exists.

Disciplinary matters pertaining to a Governing Council member shall be held in an open meeting and may not be convened to a closed session unless the discussion may implicate matters properly exempted by the Open Meetings Act.

F. Violation of Conflict of Interest Policy: Upon discovery of a possible infraction of the NMGA Conflict of Interest Policy, the discovering party is required to immediately notify the Governing Council President and Director. The matter shall be considered and resolved at the next regularly scheduled meeting of the Governing Council. If the Governing Council decides that an NMGA employee, Governing Council member, or volunteer has violated the conflict of interest rules or otherwise abused or attempted to abuse his or her position at NMGA, the Governing Council shall review and recommend appropriate action.

G. Annual Disclosure Statement: Each Governing Council member shall complete an “Annual Disclosure Statement,” in which he/she is responsible for disclosing to the Governing Council the existence of any such direct or indirect interest. Failure to make such disclosure shall be grounds for voiding the transaction, at the discretion of the Governing Council.

X. MISCELLANEOUS:

A. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, and all notes or other evidences of indebtedness issued in the name of NMGA shall be signed by such Officer or Officers, agent or agents of NMGA as designated by the Governing Council.

B. Books and Records: The Governing Council shall keep accurate and complete books and records of the actions of the Governing Council, which records shall be open to inspection by the members of the Governing Council at any time, or members of the public pursuant to the Inspection of Public Records Act, NMSA 1978 14-2-1 et seq.

XI. CODE OF ETHICS:

The Governing Council commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum, when acting as Council members.

- a. Council members shall be loyal to the founding mission and vision.
- b. Council members shall avoid conflict of interest with respect to their fiduciary responsibilities.
- c. There will be no self-dealing.
- d. Council members will not use their position to obtain employment in the organization for themselves or family members. A member who plans to seek employment with the School upon resignation or termination of his/her seat on the Council shall not be involved in the selection/hiring of the Director. Council members must resign prior to applying for employment with the School.
- e. Council members will respect the confidentiality appropriate to issues of a sensitive nature.
- f. All personnel discussion must only occur in closed session.
- g. Members must refrain from individual judgments of employees of the school.
- h. Council members and designees are authorized to only repeat explicitly stated Governing Council decisions to public, press, and other entities.
- i. Council members will be properly prepared for Governing Council meetings, actions, and deliberation.
- j. Council members, to the best of their ability, will be prompt and consistent in their meeting attendance.
- k. Members of the Governing Council will be expected to adhere to the Code of Ethics for New Mexico School Board Members.

XII. TRAINING/PROFESSIONAL DEVELOPMENT:

Newly elected Governing Council members will be expected to participate in trainings, review the charter bylaws and content, and review meeting minutes. The Governing Council will support a new member by ensuring he/she feels prepared to participate in the decision-making process.

The Governing Council will attend training in charter school law, budget, policy, procurement code, Open Meetings Act, code of ethics, strategic planning and other matters deemed appropriate. NMGA

will provide each Council member travel and training expenses as appropriated by the Council. Council members shall attend five hours of mandatory training as prescribed by New Mexico law, NMSA 1978 §22-8B-5.1.

XIII. AMENDMENTS:

These Bylaws may be altered or amended by an affirmative vote of the Governing Council at any regular meeting or at a special meeting called for the purpose, provided that a written notice shall have been personally delivered, sent by facsimile or sent by regular mail or email to the last known address for receipt at least three (3) days before the date of such regular or special meeting, which notice shall state the alterations or amendments which are proposed to be made in such Bylaws. Only such changes as have been specified in the notice shall be made.

If, however, all Council members shall be present at any regular or special meeting, these Bylaws may be amended by a unanimous vote, without any previous notice, and should be reflected in the meetings minutes.

CERTIFICATION

The foregoing Bylaws of the Governing Council of the New Mexico Gateway Academy charter school were adopted by the Governing Council of the school at a duly called meeting on ____, 20 __, at which a quorum was present.

Approved by the New Mexico Gateway Academy Governing Council this day of _____, 20 __.

President:

Date:

Required Appendix C

APPENDIX C

NEW MEXICO GATEWAY ACADEMY Director Job Description

SUMMARY: Directs and coordinates activities concerned with the operation and management of the school by performing the following duties.

ESSENTIAL FUNCTIONS: The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties and/or skills required; other duties may be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

The Director will be responsible for the operation and management of the school. The Director will manage the staff at the school which includes all additional administrative staff and all teachers. Additionally, the Director will help manage the relationship between the school, the Governing Council, and any third party contractors.

The ideal candidate will possess a strong desire to improve the education options for children. He/She will have experience in running a business and/or a school with multi-tier management. This person will work with cross-functional teams to manage projects and improve processes for the school.

Additionally, some responsibilities include:

- **Academic Achievement:** Responsible for developing programs that will enable students and families to be successful and meet their academic goals. Additionally, responsible for the school meeting its education goals and objectives for student progress and performance. Able to implement programs to ensure academic success for a diverse group of students.
- **Management:** Supervises the staff of the school. Creates policies and procedures in regards to performance management, succession planning, staffing requirements, etc. Must be able to have a close relationship with the school's Governing Council.
- **Finance:** Work with the business manager and Finance Committee to oversee budgets and forecasting. Manage the budget and expenditures in cooperation with the Finance Committee to meet financial obligations.
- **Marketing:** Promote the school throughout the community and develop relationships within the charter school network. Work closely with staff on enrollment and retention programs. Actively participate in community events.
- **Government Affairs/Public Relations:** Able to educate and inform community leaders and legislative committees via local and state meetings as needed.
- **Compliance:** Manage all reporting needs required by the state. Responsible for the appropriate administration of grants.
- **Facilities Management:** Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature. Assume responsibility for the health, safety, and welfare of students, employees and visitors. Develop clearly understood procedures and provide regular drills for emergencies and disasters.

Supervisory Responsibilities: Directly supervises all administrative and instructional staff at NMGA. Will carry out supervisory responsibilities in accordance with the school's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems

MINIMUM REQUIRED QUALIFICATIONS:

- Master's degree or equivalent work experience
- Experience with Local, State, and Federal laws and reporting

Certificates and Licenses: New Mexico Administrative License or ability to obtain a license

DESIRED QUALIFICATIONS:

- Experience in a charter school environment preferred
- Experience in Career Pathways and dual enrollment preferred
- Experience using a student information system and/or other type of database preferred
- Strong written and verbal communication skills

**New Mexico Gateway Academy
DRAFT
Director Evaluation Survey**

Instructions: Complete the evaluation using the below scoring guide. Upon completion, individual responses will be aggregated for presentation in writing to the Director and the full Governing Council. Comments are welcome, but not required. Feel free to add comments in the space provided.

1	Does not meet expectations
2	Sometimes meets expectations
3	Meets expectations
4	Sometimes exceeds expectations
5	Always exceeds expectations
N/O	Not observed

General

Models and demonstrates commitment to the NMGA vision, mission and philosophies as defined in the NMGA charter.	1	2	3	4	5	N/O
Is a visible leader who maintains frequent contact with faculty and staff.	1	2	3	4	5	N/O
Utilizes a participatory management style with administrative staff and faculty leaders.	1	2	3	4	5	N/O
Communicates effectively orally and in writing.	1	2	3	4	5	N/O
Models & supports behaviors that reflect creative thinking & effective problem solving.	1	2	3	4	5	N/O
Takes active and appropriate steps to institute needed change without being prompted and maintains efforts until resolution or completion.	1	2	3	4	5	N/O
Fosters a climate of growth and innovation in teaching practices.	1	2	3	4	5	N/O
Facilitates activities that build a sense of community between & among faculty and staff at all levels.	1	2	3	4	5	N/O
Facilitates activities for families that encourage a sense of community & shared purpose.	1	2	3	4	5	N/O
Comments:						

Community Relations

Develops and promotes a positive and professional relationship with NMGA constituent groups, including but not limited to the School Advisory Council, NMGA Governing Council, etc.	1	2	3	4	5	N/O
Communicates effectively to the school community, community at large, and media about the school's programs and its progress towards goals.	1	2	3	4	5	N/O
Demonstrates a commitment to the school community through participation in school events and functions.	1	2	3	4	5	N/O
In consultation with faculty and staff leadership, prepares a master calendar that reflects the school's goals & presents the calendar to the NMGA Governing Council for approval.	1	2	3	4	5	N/O
Comments:						

Management

Ensures that all reports required by regulatory agencies are submitted in a timely manner.	1	2	3	4	5	N/O
Demonstrates accuracy, thoroughness, & effective use of time.	1	2	3	4	5	N/O
Analyzes relevant information, makes decisions, delegates responsibility, and provides appropriate support and follow through.	1	2	3	4	5	N/O
Identifies problems in a timely manner and seeks corrective action.	1	2	3	4	5	N/O
Manages competing demands.	1	2	3	4	5	N/O
Oversees & manages the budgets effectively.	1	2	3	4	5	N/O
Recruits, interviews, and recommends quality individuals for administrative, administrative support, and faculty positions.	1	2	3	4	5	N/O
Leads by example.	1	2	3	4	5	N/O
Consistently adheres to school law, the charter contract and NMGA Governing Council policies.	1	2	3	4	5	N/O
Effectively communicates policies & procedures to staff, students, and parents.	1	2	3	4	5	N/O
Establishes clear lines of authority, communication, and responsibility for the administrative team.	1	2	3	4	5	N/O
Comments:						

Educational Leadership

Insures continuity of curriculum across all grade levels.	1	2	3	4	5	N/O
Articulates NMGA's vision for educational programming to the staff, parents, and the community.	1	2	3	4	5	N/O
Demonstrates commitment to NMGA's vision of success for all students.	1	2	3	4	5	N/O
Ensures that standards have been established for the instruction (i.e. Class Connect Sessions, Re-teaching, etc.) and that all faculty use these standards for instruction.	1	2	3	4	5	N/O
Documents and conveys that expectations have been established for and are being met by all faculty and staff regarding the use of assessments to measure student academic achievement.	1	2	3	4	5	N/O
Encourages cooperation, coordination of instruction, and teamwork among faculty and staff to support the school's educational philosophy.	1	2	3	4	5	N/O
Supervises faculty to ensure a fair and consistent grading system for assessing student academic performance.	1	2	3	4	5	N/O
Models good character for staff and students.	1	2	3	4	5	N/O
Conveys the value for quality character development among faculty, staff, students and parents.	1	2	3	4	5	N/O
Comments:						

Professional Development

Encourages professional development for himself/herself and the administrative staff.	1	2	3	4	5	N/O
Provides staff development that prepares teachers to teach using the principles of a successful virtual classroom.	1	2	3	4	5	N/O
Encourages and provides professional development for the faculty and staff that furthers the vision and mission of NMGA.	1	2	3	4	5	N/O
Creates professional development activities that further faculty development in implementing pedagogical and teaching practices set forth by the NMGA charter.	1	2	3	4	5	N/O
Comments:						

Human Relations

Evaluates faculty and staff in accordance with NMGA policy.	1	2	3	4	5	N/O
Demonstrates strong knowledge of New Mexico law and NMGA Governing Council policy as they pertain to school staff and hiring practices.	1	2	3	4	5	N/O
Builds a safe and cooperative environment.	1	2	3	4	5	N/O
Provides regular performance feedback to staff and motivates them to perform well.	1	2	3	4	5	N/O
Hires and retains highly qualified faculty and staff members.	1	2	3	4	5	N/O
Comments:						

Professional Conduct and Job Knowledge

Displays commitment to professional excellence.	1	2	3	4	5	N/O
Exhibits good listening skills and accepts feedback from staff and parents as is appropriate.	1	2	3	4	5	N/O
Applies feedback to improve job performance.	1	2	3	4	5	N/O
Demonstrates a high level of job knowledge and skill.	1	2	3	4	5	N/O
Demonstrates knowledge of educational pedagogy, classroom methodology, instructional practices, and a content-rich educational program.	1	2	3	4	5	N/O
Demonstrates a high level of knowledge for the use of standards & assessments and their role in student academic achievement.	1	2	3	4	5	N/O
Comments:						

Communication

Communicates effectively with parents, students, staff, and community members using a variety of techniques and systems.	1	2	3	4	5	N/O
Communication exhibits diplomacy and sound judgment.	1	2	3	4	5	N/O
Advocates for charter schools in the public arena whenever possible.	1	2	3	4	5	N/O
Comments:						

Governing Council Relations

Communicates and interacts with the NMGA Governing Council in an open and professional manner.	1	2	3	4	5	N/O
Presents changes to the program or curricular changes to the NMGA Governing Council for approval prior to implementing such changes.	1	2	3	4	5	N/O
Adheres to NMGA Governing Council policies.	1	2	3	4	5	N/O
Communicates relevant issues to the NMGA Governing Council in timely manner.	1	2	3	4	5	N/O
Comments:						

Additional Comments:

Required Appendix D

APPENDIX D

NEW MEXICO GATEWAY ACADEMY Strategic Planning Coordinator Job Description

SUMMARY: The Strategic Planning Coordinator will work with New Mexico businesses, industries, postsecondary and certification agencies to implement and maintain programs that guide students through a comprehensive career readiness and post-secondary curriculum. The Strategic Planning Coordinator will work closely with students and instructors to promote success by providing guidance, recommending services and responding to identified needs through implementation of a comprehensive school college and career readiness education.

ESSENTIAL FUNCTIONS: The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties and/or skills required; other duties may be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

- Establish and maintain relationships with New Mexico business and industries to develop partnerships, and resources for College Readiness programs.
- Research and strategically plan for programs that align with New Mexico industry and business needs.
- Develop and implement high school internship programs with business and industry in NM.
- Deliver individual and group guidance and curriculum supporting student development.
- Assist students in course placement and course scheduling.
- Review transcripts and other academic documentation to determine student options.
- Work collaboratively with teaching staff to develop supplemental elementary, middle and high school college and career readiness curriculum.
- Analyze student data and develop programs to individualize student career goals.
- Analyze student data and develop programs to individualize postsecondary goals.
- Assist students in the acquisition of study skills, academic opportunities, and benefits.
- Provide a support system that strengthens the efforts of teachers, staff, and parents in the career readiness and postsecondary programs.
- Support parent education and staff development.
- Work with the teaching team and counselor (when applicable) to design and implement an Individual Learning Plan (ILP) for each student in school;
- Provide academic counseling, including recommendations on Advanced Placement (AP) and technical courses, to challenge and enrich student learning opportunities.

Competencies: To perform the job successfully, an individual should demonstrate the following competencies.

- **Adaptability/Flexibility:** Adapts to change, is open to new ideas, takes on new responsibilities, handles pressure, and adjusts plans to meet changing needs.
- **Integrity/Ethics:** Deals with others in a straightforward and honest manner, is accountable for actions, maintains confidentiality, supports company values, and conveys good news and bad.
- **Teamwork:** Meets all team deadlines and responsibilities, listens to others and values opinions, helps team leader to meet goals, welcomes newcomers and promotes a team atmosphere.

MINIMUM REQUIRED QUALIFICATIONS:

- Bachelor's degree AND
- Three (3) years of experience community and/or public relations
- Equivalent combination of education and experience

Certificates and Licenses: None

New Mexico Gateway Academy Special Education Director and Manager of Exceptional Students

SUMMARY: The Special Education Director/Manager of Exceptional Students provides leadership and oversight for all activities and personnel of the school's Special Education Department.

ESSENTIAL FUNCTIONS, DUTIES AND RESPONSIBILITIES: The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties and/or skills required; other duties may be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

- Formulates policies and procedures for new or revised programs or activities, such as screening, placement, education, and training of students.
- Evaluates special education programs to ensure that program objectives are met.
- Interprets laws, rules, and regulations to students, parents, and staff.
- Directs the implementation of State and Federal legislation related to special education.
- Recruits, selects, and evaluates staff.
- Assists with the design and development of staff professional development programs.
- Collaborates with Business Manager to prepare budget to provide financial support for programs.
- Directs, implements, and coordinates grants as requested.
- Prepares reports for federal, state, and local regulatory agencies.
- Will identify agencies for related services and work with the Director to negotiate contracts.
- Coordinates and facilitates staff meetings for special education staff.
- Supports the Director in implementing Special Education programs and services.
- Works collaboratively with other divisions and departments to meet school goals; ensure alignment of programs, services, and operations; and to improve efficiency and effectiveness of division operations, programs, and services.
- Coordinates with other departments to implement and maintain integrated student data.
- Coordinates and facilitates parent engagement committees related to special education.
- Supports the philosophy, mission, and school-wide plan.

Competencies: To perform the job successfully, an individual should demonstrate the following competencies.

- **Adaptability/Flexibility:** Adapts to change, is open to new ideas, takes on new responsibilities, handles pressure, and adjusts plans to meet changing needs.
- **Integrity/Ethics:** Deals with others in a straightforward and honest manner, is accountable for actions, maintains confidentiality, supports company values, and conveys good news and bad.
- **Teamwork:** Meets all team deadlines and responsibilities, listens to others and values opinions, helps team leader to meet goals, welcomes newcomers and promotes a team atmosphere.

Supervisory Responsibilities: Directly supervises all special education staff. Will carry out supervisory responsibilities in accordance with the school's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems

MINIMUM REQUIRED QUALIFICATIONS:

- Master's degree AND
- Five (5) years teaching experience in the Special Education field WITH
- Three (3) years of leadership in the field including supervising and evaluating personnel OR
- Equivalent combination of education and experience

Certificates and Licenses: State of New Mexico Special Education K-12 License

New Mexico Gateway Academy Counselor/Advisor

SUMMARY: Utilizing leadership, advocacy and collaboration the High School Counselor promotes student success by providing preventive services and responding to identified needs through implementation of a comprehensive school counseling program that helps guide all learners in their academic success, personal and social development, and career and college planning.

ESSENTIAL FUNCTIONS, DUTIES AND RESPONSIBILITIES: The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties and/or skills required. Other duties may be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

- Delivers individual and group guidance curriculum supporting student development.
- Analyzes student data and develops data-driven programs for intervention action plans.
- Provides responsive services to individuals or groups on academic and personal issues.
- Provides an individual planning system to guide students toward postsecondary goals.
- Assists students in the acquisition of study skills, academic opportunities, and benefits.
- Provides a support system that strengthens the efforts of teachers, staff, and parents.
- Supports the standardized testing program, parent education, and staff development.
- Designs and implements an Individual Learning Plan for each student in the high school.
- In collaboration with the Strategic Planning Coordinator, develops and implements a Career and College Readiness plan for each student.

Competencies: To perform the job successfully, an individual should demonstrate the following competencies.

- **Adaptability/Flexibility:** Adapts to change, is open to new ideas, takes on new responsibilities, handles pressure, and adjusts plans to meet changing needs.
- **Integrity/Ethics:** Deals with others in a straightforward and honest manner, is accountable for actions, maintains confidentiality, supports company values, and conveys good news and bad.
- **Teamwork:** Meets all team deadlines and responsibilities, listens to others and values opinions, helps team leader to meet goals, welcomes newcomers and promotes a team atmosphere.

MINIMUM REQUIRED QUALIFICATIONS:

- Bachelor's degree AND
- Three (3) years of experience in counseling and/or advisement OR
- Equivalent combination of education and experience

PREFERRED QUALIFICATIONS:

- Master's degree in school counseling
- Experience with distance learning
- Advanced coursework in counseling and administration
- Experience as a 7-12 teacher
- Experience with Local, State, and Federal laws and mandated reporting
- Experience in a charter school environment preferred

Certificates and Licenses: Appropriate New Mexico State certification for high school counselor.

NEW MEXICO GATEWAY ACADEMY GENERAL EDUCATION ELEMENTARY AND MIDDLE SCHOOL TEACHER

SUMMARY: The K-8 School Teacher is a highly qualified, NM State certified teacher responsible for delivering specific course content in an online environment. Teachers provide instruction, support and guidance, manage the learning process for students and Learning Coaches, and focus on students' individual needs. Teachers monitor student progress through the learning management system, and they work actively with students and parents to advance each student's learning.

ESSENTIAL FUNCTIONS: The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties and/or skills required; other duties may be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

- Learns the entire curriculum for assigned grade levels and is able to demonstrate knowledge of how state standards align with it.
- Collaborate with the Strategic Planning Coordinator to develop and deliver curriculum to meet the school's mission for college and career readiness.
- Understands how both diverse and unique characteristics of students and their families impact required support.
- Augments course content according to prescribed policies and procedures using appropriate asynchronous and synchronous tools.
- Orients students to their course, communicates requirements, sets and enforces deadlines, maintains regular office hours and conducts instructional sessions.
- Takes ownership for student's academic progress and attendance, communicates high expectations and shows an active interest in student's achievement, establishes and maintains a positive rapport with families, conducts conferences with students and parents (or other responsible adults), provides individualized instruction to help each student achieve curricular objectives.
- Supports parents with student curricular and instructional issues, balances the flexibility of the curriculum with policies and procedures, and organizes social and educational activities for students and families, including sponsorship of a club, career readiness pathway and monthly activities.
- Grades student work and maintains grade book, alerts administrators to concerns about student performance and progress, maintains regular contact with students and families via the Virtual Classroom Environment.
- Creates and manages a home office.
- Supports students with the set-up and maintenance of their learning environment; supports students through basic computer troubleshooting.

Supervisory Responsibilities: This position has no formal supervisory responsibilities.

OTHER DUTIES & RESPONSIBILITIES: The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities and/or duties required; other duties may be assigned.

- Collaborates with peers in order to provide a positive experience for students;
- Builds community by contributing to school newsletters and events;
- Travels to and participates in state testing and local school events;
- Maintains records regarding students in accordance with school policy and state requirements;
- Prepares reports regarding students and classroom matters as directed;
- Provides direct instruction and participates in committees as required.

MINIMUM REQUIRED QUALIFICATIONS:

- Bachelor's degree AND
- Meet requirements for Highly Qualified Teacher (HQT) in subject area

Certificates and Licenses: Appropriate New Mexico state teaching certification.

NEW MEXICO GATEWAY ACADEMY GENERAL EDUCATION HIGH SCHOOL TEACHER

SUMMARY: The High School Teacher is a highly qualified, NM state certified teacher responsible for delivering specific course content in an online environment. Teachers provide instruction, support and guidance, manage the learning process through the learning management system, and they work actively with students and parents to advance each student's learning.

ESSENTIAL FUNCTIONS: The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties and/or skills required; other duties may be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

- Learns the entire curriculum for assigned grade levels and is able to demonstrate knowledge of how state standards align with it.
- Collaborate with the Strategic Planning Coordinator to develop and deliver curriculum to meet the school's mission for college and career readiness.
- Understands how both diverse and unique characteristics of students and their families impact required support.
- Augments course content according to prescribed policies and procedures using appropriate tools.
- Orients students to their course, communicates requirements, sets and enforces deadlines, maintains regular office hours and conducts instructional sessions.
- Takes ownership for student's academic progress and attendance, communicates high expectations and shows an active interest in student's achievement, establishes and maintains a positive rapport with families, conducts conferences with students and parents (or other responsible adults), provides individualized instruction to help each students achieve curricular objectives.
- Supports parents with student curricular and instructional issues, balances the flexibility of the curriculum with policies and procedures, organizes social and educational activities for students and families, including sponsorship of a club, career readiness pathway and monthly face-to-face activities.
- Grades student work and maintains grade book, alerts administrators to concerns about student performance and progress, maintains regular contact with students and families via the Virtual Classroom Environment.
- Creates and manages a home office; supports students with the set-up and maintenance of their learning environment; supports students through basic computer troubleshooting.

OTHER DUTIES AND RESPONSIBILITIES: The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties and/or skills required; other duties may be assigned.

- Proctors site-based exams
- Contributes to Academic Plan
- Collaborates with peers in order to provide a positive experience for students
- Builds community by contributing to school message boards, newsletters and events
- Travels to and participates in staff meetings and professional development sessions
- Maintains records regarding students in accordance with school policy and state requirements
- Prepares reports regarding students and classroom matters as directed
- Helps staff Help Line, provides direct instruction and participates in committees as required

MINIMUM REQUIRED QUALIFICATIONS:

- Bachelor's degree AND
- Meet requirements for Highly Qualified Teacher (HQT) in subject area

Certificates and Licenses: Appropriate New Mexico state teaching certification.

NEW MEXICO GATEWAY ACADEMY SPECIAL EDUCATION/ESL TEACHER

SUMMARY: The Special Education/ESL Teacher is a highly qualified, NM state certified teacher responsible for delivering specific course content in an online environment. Teachers provide instruction, support and guidance, manage the learning process through the learning management system, and they work actively with students and parents to advance each student's learning.

ESSENTIAL FUNCTIONS: The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties and/or skills required; other duties may be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Cooperates in the development and implementation of the school program of instruction.
- Plans and implements a program of study that, as much as possible, meets the individual needs, interests and abilities of students and complies with Public Education Department standards, the Governing Council goals and objectives, and individual student IEP plans, if appropriate.
- Guides the learning process toward the achievement of curriculum goals.
- Establishes clear objectives for all lessons, assignments, units and projects in harmony with curriculum goals and communicates the objectives to students.
- Employs instructional methods and materials that are most appropriate for meeting stated objectives.
- Establishes and maintains standards of appropriate student behavior and discipline as prescribed in the school handbook and IEP plans of each student and to achieve a functional learning atmosphere in the classroom and assists in its maintenance campus-wide.
- Evaluates the learning progress of students on a regular basis.
- Prescribes effective learning programs and initiates referrals to appropriate personnel when concerns arise.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Administers standardized tests in accordance with the district testing program.
- Establishes and maintain open lines of communication with students and parents concerning students' academic, social and behavioral progress.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Meets and instructs assigned classes in the locations and at the times designated.
- Selects and requests appropriate books and instructional materials and maintains required inventory records.
- Cooperates with staff and support personnel in assessing and helping students with health, attitude, learning and behavioral problems.
- Participates in all IEP meetings and ensures the educational goals of the IEP are met in the classroom.
- Collaborate with general education teachers to provide support and to ensure that accommodations of the IEP are met within the general education setting.
- Provide individual and small group instruction.
- Collaborate with the Strategic Planning Coordinator to develop and deliver curriculum to meet the school's mission for college and career readiness.

OTHER DUTIES AND RESPONSIBILITIES: The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties and/or skills required; other duties may be assigned.

- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.
- Knowledge of district policies on immunization, medication, first aid, emergencies and child abuse/neglect.

- Knowledge of all laws, regulations and guidelines affecting teachers and students.
- Knowledge of effective classroom management techniques.
- Ability to maintain positive relationships with students, parents, community members and staff.

MINIMUM REQUIRED QUALIFICATIONS:

- Bachelor's degree AND
- Meet requirements for Highly Qualified Teacher (HQT) in subject area

Certificates and Licenses: Special Education K-12 New Mexico teacher license

New Mexico Gateway Academy Registrar

SUMMARY: The Registrar supports school administrators by processing requests for both new enrollments and withdrawals, maintaining student files and records that are both clerical and academic in nature, performing routine administrative duties and facilitating communications with various stakeholders.

ESSENTIAL FUNCTIONS, DUTIES AND RESPONSIBILITIES: The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties and/or skills required; other duties may be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

- Requests and tracks receipt of records for newly enrolled students.
- Prepares mass data imports for new students within prescribed time frames.
- Processes student withdrawals and fulfills records requests for withdrawn students within prescribed time frames.
- Processes parent contact and data information changes.
- Maintains student management system and state student-level databases.
- Creates and maintains student cumulative files and other student records and audits for accuracy on at least an annual basis.
- Establishes and maintains secure access to student records.
- Ensures proper disposal of student records.
- Serves as primary point of contact for families, teachers, staff, and other schools in regards to accessing student information and records.
- Prepares and maintains transcripts and records release forms.
- Prepares progress reports.
- Prepares state testing (as needed).
- Prepares school-wide mailings.
- Attends required IEP and transitional meetings.
- Collaborates with the Strategic Planning Coordinator to develop a student's course projection to meet the school's mission for college and career readiness.
- Verifies student graduation requirements and credits earned, as applicable.
- Assists with efforts in training, process enhancement, etc.
- Facilitates communications between local schools, and school districts as needed.
- Ensures school personnel comply with the Family Educational Rights and Privacy Act (FERPA).

Supervisory Responsibilities: In larger schools, this position may need to occasionally supervise temporary staff in order to complete tasks and projects on a timely basis.

MINIMUM REQUIRED QUALIFICATIONS:

- High school diploma or equivalent AND
- One (1) year of related work experience OR
- Equivalent combination of education and experience

Certificates and Licenses: None required.

NEW MEXICO GATEWAY ACADEMY

Office Administrator

Summary: This position is the face of the school. All incoming calls and the community will go through the Office Administrator.

ESSENTIAL FUNCTIONS: The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties and/or skills required; other duties may be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

- Welcomes on-site visitors, determines nature of business, and announces visitors to appropriate personnel.
- Answers incoming telephone calls, determines purpose of callers, and forwards calls to appropriate personnel or department.
- Retrieves messages from voice mail and forwards to appropriate personnel.
- Takes and delivers messages or transfers calls to voice mail when appropriate personnel are unavailable.
- Answers general questions about organization, such as address, directions, and standard hours of availability.
- Monitors visitor access and issues passes when required; observes and reports suspicious activity.
- Accepts deliveries.
- Keeps corporate telephone directory updated.
- Updates appointment calendars.
- Maintains main number fax machine, assists users, sends faxes, and retrieves and routes incoming faxes.
- Communicate with the landlord to address maintenance issues. Orders, receives, and maintains office supplies.
- Assists with mailing campaigns and other clerical services within the organization when requested.
- Creates and prints fax cover sheets, memos, correspondence, reports, and other documents when necessary.
- Maintains appearance of the front desk area.
- Procurement Officer duties as outlined by the State of New Mexico

Dependability:

Meets commitments, works independently, accepts accountability, handles change, sets personal standards, stays focused under pressure, meets attendance/punctuality requirements

Education/Experience:

One year certificate from college or technical school, or three to six months related experience and/or training; or equivalent combination of education and experience.

Computer Skills:

To perform this job successfully, an individual should have knowledge of Word Processing software and Internet software.

Certificates and Licenses:

CPO Certification pursuant to state training

Business Manager and Financial Services Scope of Work

The Contractor will provide the following financial management services related to the School's financial activities. The contractor will hold the required New Mexico license for the Business Manager and Financial Services position.

The Contractor will:

- Prepare the following financial reports:
 - Quarterly reports
 - Periodic budget comparison statements
 - Cash flow analysis
 - Federal and state financial reports
 - Annual audit preparation including the School's trial balance, schedules, and other support in connection with the audit of the School's financial statements
 - Prepare applications for grant and contract reimbursements and monitoring of available funds
- Present and discuss the financial information with school administration, the Finance Committee, and the Governing Council at monthly meetings.
- Prepare monthly bank and other account reconciliations.
- Maintain capital asset records in accordance with applicable state and federal requirements and as necessary to support the School's financial statements. The School will be responsible for maintaining the inventory including conducting periodic inventories.
- Process purchase orders as needed from submitted purchase requisitions.
- Process accounts payable and record transactions in the general ledger.
- Prepare and submit federal Form 1099 and related forms.
- Record cash receipts and accounts receivable in the general ledger
- Maintain the general ledger and subsidiary accounting journals and ledgers.
- Prepare budget recommendations for consideration by school administration, the Finance Committee, and the Governing Council.
- Assist in responding to findings during the audit.
- Develop, set-up, and implement the bi-weekly payroll process.
- Record payroll transactions in the general ledger.
- Provide on-line Human Resource recordkeeping.
- Provide time off tracking.
- Provide Federal and State Payroll Tax Deposit Management.
- Provide State Payroll Tax Reporting.
- Provide Federal Payroll Tax Reporting.
- Provide New Mexico Department of Labor New Hire Compliance Reporting.
- Provide general ledger Interface.
- Provide financial reports necessary to post the payroll and related expenses.
- Provide annual W-2. Processing.
- Provide training and support.
- Respond to the external auditors.
- Provide such other agreed upon additional services as may be requested by the School.

NMGA intends to contract with The Vigil Group, LLC, an organization that specializes in Public Charter School and Public School District Finance throughout the State of New Mexico. The Vigil Group team has 14 full time employees, including 10 Licensed School Business Officials that are able to provide service to charter schools, traditional schools, and districts throughout the State.

Optional Appendix E

New Mexico Gateway Academy

DRAFT Employee Policies and Procedures

As of July 2015

EMPLOYMENT POLICIES

- A. Equal Employment Opportunity
- B. Employees with Disabilities
- C. Anti-Harassment/Discrimination Policy
- D. Religious Accommodation
- E. Employee Background Check
- F. Immigration Law Compliance
- G. Personnel Records
- H. Work Schedule
- I. Building Access and Use

WAGE AND SALARY POLICIES

- A. NMGA– An Equal Opportunity Employer
- B. Pay Periods
- C. Basis for Determining Pay
- D. Salary Increases
- E. Direct Payroll Deposit
- F. Mandatory Deductions from Paycheck
- G. Reimbursement for Travel and Expenses
- H. Employment Classifications
- I. Records of Time Worked

PERFORMANCE

- A. Performance Reviews

STANDARDS OF CONDUCT

- A. Smoking
- B. NMGA and Staff Meetings
- C. Computer Software (Unauthorized Copying)
- D. Employee Technology Acceptable Use Policy
- E. Dress Code and Personal Appearance
- F. Drug-Free Workplace Policy
- G. Acceptance of Gifts
- H. Employment of Relatives
- I. Solicitations and Distributions

- J. Confidentiality
- K. Employee Privacy
- L. Basis for Conduct-related Discipline
- M. Discipline Process
- N. Grievance Procedures

TERMINATION, DISCHARGE, AND CONDUCT RELATED POLICIES

- A. Definitions
- B. Termination/Discharge Policy for Employees with Less than Three Consecutive Years of Service
- C. Termination/Discharge Policy for Employees with Three Consecutive Years of Service
- D. Termination/Discharge Policy for Other Personnel Exempt From Protest Procedures
- E. Discharge Policy for Contract Employees Discharged Prior to the end of their Contract Term
- F. Phasing Out and Elimination of Positions/Reduction-in-Force
- G. Administrative Leave Pending Possible Disciplinary Action
- H. Resignation/Job Abandonment
- I. Retirement
- J. Return of NMGA Property
- K. Safety
- L. Weapons
- M. Violence in the Workplace Policy
- N. Security
- O. Parking Areas
- P. Prohibited Disclosure of Student Information
- Q. Prohibited Sales by School Personnel
- R. Conflict of Interest
- S. Compliance With Laws Affecting Child Welfare

BENEFITS

- A. Group Insurance
- B. New Mexico Retirement Plan
- C. Workers' Compensation
- D. Unemployment Compensation
- E. Leave Benefits
- F. Sick/Personal Leave

- G. Family Medical Leave Policy
- H. Bereavement Leave
- I. Leave for Jury Duty and Court Subpoena Leave
- J. Professional Leave
- K. Religious Leave
- L. Military Leave of Absence
- M. Military Reserves or National Guard Leave of Absence
- N. Voting Leave
- O. Domestic Violence Leave

DRAFT

EMPLOYMENT POLICIES

A. Equal Employment Opportunity: NMGA is an equal opportunity employer committed to maintaining a non-discriminatory, diverse work environment. NMGA does not unlawfully discriminate against any person on the basis of race, color, religious creed, age, sex, national origin or ancestry, mental or physical disability, medical condition, status as a Vietnam-Era or disabled veteran status, military service, sexual orientation, spousal affiliation, marital status, gender identity or any other basis protected by federal, state or local law. This policy covers all programs, services, policies, and procedures of NMGA.

B. Employees with Disabilities: In accordance with the Americans with Disabilities Act (ADA), NMGA does not discriminate against any "qualified individuals with a disability." Individuals qualify for employment if they meet the educational, skills, and experience requirements of a position and can perform the essential functions of the job with or without a reasonable accommodation. Individuals have a disability if they have an impairment that impacts a major life function such as caring for one's self, performing manual tasks, walking, hearing, seeing, speaking, breathing, learning, or if the impairment otherwise impacts an individual's ability to perform a class of jobs or broad range of jobs. Psychological impairments, learning disabilities, and some chronic health impairments, such as epilepsy, diabetes, arthritis, cancer, cardiac problems, and AIDS may also be considered disabilities.

NMGA is committed to diversity and nondiscrimination and supports the full employment of qualified individuals with disabilities in its workforce. Therefore, a process has been established to assist employees with disabilities in reasonably modifying the work environment to allow the employee to perform the essential functions of his or her job. It is the responsibility of the employee to request an accommodation of his or her physical or mental disability by contacting the Director. In accordance with the ADA, NMGA will take such requests seriously and will promptly determine whether the employee is a qualified individual with a disability and whether a reasonable accommodation exists which would allow the employee to perform the essential functions of the job without imposing an undue hardship on NMGA or other employees. If you believe that you have been unlawfully discriminated against because of a disability, you should discuss the matter with the Director or the School's human resources manager and/or follow the complaint procedure described in Section C.6 below.

C. Anti-Harassment/Discrimination Policy: NMGA is committed to providing a work place that is free of unlawful discrimination or harassment. Every employee is expected to treat his or her co-workers, visitors, students and guests professionally and respectfully.

Each employee is required to familiarize him/herself with this Anti-Harassment/Discrimination Policy, reporting obligations and procedures. If you have any questions about the school's policy, please contact the Director or his/her designee for clarification.

1. No Tolerance Harassment/Discrimination Policy. NMGA is committed to creating a workplace free of discrimination and harassment. Both the law and NMGA prohibit any form of discrimination and/or harassment based on race, color, religious creed, age, sex, national origin or ancestry, mental or physical disability, medical condition, status as a Vietnam-Era or disabled veteran status, military service, sexual orientation, spousal affiliation, marital status, gender identity or any other basis protected by federal, state or local law. All of these groups are referred to in this policy as “protected classes.” This policy applies to all employees, contract workers, consultants, vendors, students, parents and guardians, visitors and guests, or any other people doing business with or for the school. It is in effect not only at NMGA’s primary site but during all school-sponsored functions.

2. Discrimination/Harassment. Discrimination and harassment include conduct that could reasonably be construed as any unwelcome behavior towards another, whether verbal, physical or visual, that is based on a person’s belonging to a protected class. This conduct will most likely interfere with others’ ability to work and most certainly will be intolerable as an example to our students and our community. All such harassment can be unlawful when it is severe or pervasive enough to affect a reasonable employee’s job

a. SEXUAL HARASSMENT: Because sexual harassment raises issues about human interaction that are to some extent unique, the subject of sexual harassment is described separately here, however, it is no more or less tolerable than harassment based on some other protected status. Sexual harassment is a form of sex discrimination that may include:

- requests for sexual favors;
- sexual advances;
- persistent or unwelcome flirtation or requests for dates, especially if the behavior continues after a clear objection has been made;
- sexually motivated inappropriate conduct such as facial expressions or body language, leering, making sexual gestures or actual touching, kissing, impeding or blocking another’s movements;
- displaying sexually suggestive objects, pictures or cartoons; demands to submit to sexual requests in order to maintain employment or avoid some employment-related loss (e.g. salary), and offers of job benefits or favors in return for sexual favors; AND/OR
- intimidation and hostility directed to an individual because of sex; or explicit or degrading verbal, written or electronic comments of a sexual nature, such as comments about an individual’s body or dress.

This list is not exhaustive and applies to conduct by co-workers, supervisors, volunteers and others invited to the school premises. Sexual harassment can apply to conduct in any work-related setting outside the work place as well. It may also apply to situations involving individuals of the same sex.

Consensual sexual behavior between adults outside the workplace and welcome by both parties is not considered sexual harassment; however, those who engage in such relationships should be aware that questions regarding the actual freedom of choice of one of the parties may be raised later, especially when a superior/subordinate relationship exists between them.

b. HARASSMENT/DISCRIMINATION OTHER BASIS: Other prohibited harassment includes verbal or physical conduct which degrades or shows hostility or aversion toward an individual even partly because of a person's belonging to a protected class. Conduct similar to that described above as sexual harassment and discrimination, if based on one of these protected classifications, is illegal. For example, verbal conduct such as epithets, jokes based on ethnicity, age-related derogatory comments, foul or obscene language or racial slurs will likely be unwanted and offensive to others resulting in unwelcome behavior that could be interpreted as harassing or discriminatory.

**IF YOU BELIEVE THAT YOU HAVE EXPERIENCED OR WITNESSED SEXUAL HARASSMENT,
FOLLOW THE PROCESS DESCRIBED IN PARAGRAPHS
3 THROUGH 6 BELOW.**

3. Employee Responsibilities. All employees of NMGA are responsible for taking appropriate action to prevent and eliminate harassment and discrimination at NMGA. If you experience discrimination or harassment, NMGA encourages you to firmly and promptly notify the offender that his or her conduct is offensive, even if it is not directed at you. If you choose not to address the issue directly with the person, or if the conduct continues you should report the conduct immediately. If you observe discrimination or harassment of another employee, student, visitor or guest, by a fellow employee, report the concern immediately. At no time should you assume that inappropriate conduct between a student and an adult is acceptable, "consensual" or that it should not be reported because you are concerned that you misinterpreted the conduct.

4. Reporting Complaints. If you experience or observe harassment or discrimination you should bring your concerns directly to NMGA's Director, your supervisor or, in a situation involving the Director, to the Governing Council President. Your complaint will be promptly investigated by the individual to whom you reported or, if appropriate, by a third-party investigator. The complainant and the alleged offender will be instructed to limit their work contact with each other immediately, to the extent reasonable/feasible, pending the outcome of the investigation.

5. No retaliation. NMGA will not tolerate retaliation or reprisals of any type against any employee who complains of harassment or provides information in connection with any such complaint. Retaliation is considered to be misconduct and grounds for disciplinary action, up to and including discharge.

6. Complaint Procedure, Investigation and Response. Complaints may initially be made verbally; however, the complainant MUST complete a "Harassment Complaint Form" to assist with the investigation process.

a. Normally, an investigation will include interviews with the complainant, and the alleged offender (who will be told of all of the allegations against him or her) and all witnesses or other relevant persons as necessary to establish the facts. All employee-witnesses, the complainant and the alleged offender are expected to cooperate in the investigation. Failure to cooperate or deliberately providing false information during an investigation, including in complaint itself, will be grounds for disciplinary action, up to termination or discharge. Other individuals, such as a third party investigator, may be

involved to resolve the complaint. The investigator will collect and review all relevant documents.

b. NMGA will investigate every report of harassment or discrimination. In conducting an investigation, NMGA will respect the privacy of all concerned; however, complete confidentiality may not always be possible because of the need to conduct a complete and thorough investigation and to ensure that both sides' interests are fairly protected.

c. As soon as the investigation is finished, the investigator will meet with the individual's supervisor or if appropriate the supervisor's supervisor(s), and report whether he or she believes that discrimination or harassment has occurred. If the investigation results in a finding of discrimination and/or harassment, then the supervisor will determine the appropriate disciplinary action up to and including a recommendation to terminate or discharge the employee. The supervisor will inform the complainant and the alleged offender of the outcome of the investigation and his/her proposed disciplinary action. The date of the discussion with the respective party shall constitute the "determination date."

d. Appeal. If the complainant or alleged offender is not satisfied with the outcome of a discrimination complaint, either employee may appeal that decision to the NMGA Governing Council or to a neutral third party, whichever is deemed appropriate by the school under the circumstances. The employee appealing the supervisor's decision must submit a written appeal to the Governing Council President with copies to the other party within five (5) working days of the determination date. The non-appealing party and supervisor of the appealing party has the option of submitting written materials in support of their respective positions within three (3) working days from the date they receive the appealing parties' appeal. In addition to the written submissions, the Governing Council or neutral third party may, but is not obligated to, decide to allow the parties to appear before it/him/her to present their respective positions.

e. Final Decision. The Governing Council or neutral third-party will inform the complainant/respondent of the appeal decision in writing within five (5) working days from the date the appeal was submitted. This is the final level of review in the internal complaint process. The time lines set forth in this policy may be waived or extended by the Governing Council.

D. Religious Accommodation: Sometimes individuals hold religious beliefs or conduct religious practices that conflict with their work schedules or assigned responsibilities. NMGA will attempt to provide a reasonable accommodation for religious beliefs and practices of such individuals if to do so does not impose an undue hardship for the employee's department, or interfere with the employee's ability to perform the essential functions of the position. If you would like to request reasonable accommodation based on your religious beliefs, you should contact the Director. You may be asked to provide appropriate documentation to support your request.

E. Employee Background Check: Prior to becoming an employee of NMGA, a comprehensive background check consisting of prior employment verification, professional reference checks, education verification, licensure and certification confirmation, and a criminal background check is conducted in accordance with applicable laws. If applicable to your position, a driving records check will be completed.

F. Immigration Law Compliance: All offers of employment are contingent upon verification of your right to work in the United States. You will be asked to provide original documents verifying your right to work and, as required by federal law, to sign a Federal Form I-9, "Employment Eligibility Verification Form." If you at any time cannot verify your right to work in the United States, NMGA may be obliged to terminate your employment.

G. Personnel Records: The responsibility of handling personnel records and related personnel administration functions at NMGA has been assigned to the Business Manager or Director. Questions regarding insurance, wages, and interpretation of personnel policies may be directed to them. NMGA strives to balance its need to obtain, use, and retain employment information with each individual's right to privacy. To this end, it attempts to restrict the personnel information maintained to that which is necessary for the conduct of its business or which is required by federal, state, or local law. The Director (or designee) is responsible for overseeing the record keeping for all personnel information. Employees have a responsibility to ensure their personnel records are up to date and should notify the Business Manager in writing of any changes in name; address; contact phone numbers; marital status (for benefits and tax withholding purposes only); number of dependents (for benefits and tax withholding purposes only); addresses and telephone numbers of dependents and spouse or former spouse (for insurance purposes only); beneficiary designations if applicable; and emergency contact information. If you have a change in any of these items, please complete an **"employee change" form** and return to the Business Manager as soon as possible.

1. Contents of File. In addition, an employee's personnel file may contain the following information:

- a. Complete application for employment along with verification of qualifications for the position as outlined in job description;
- b. Professional license;
- c. Official transcript;
- d. Employee's contract;
- e. Signed Job description;
- f. Pre-employment references;
- g. Signed acknowledgment that the employee has received the employee policies handbook, *which includes* separate acknowledgements that employee has received and understands policies on child abuse and neglect, confidentiality, equal employment opportunity; drug free workplace, conflicts of interest, employee complaints and problem solving, termination and discharge, employee discipline, email and computer usage, the employee code of conduct and confidentiality;
- h. Performance appraisals;
- i. Documented attendance at educational and training programs, including in-service courses and orientation;
- j. Any complaints, allegations, inquiries or findings of student abuse or neglect; warnings or disciplinary actions;
- k. Documentation of equipment issued to employee: keys, pagers, cell phones, etc.

2. Separate File. The following records will be maintained in a separate file, apart from the personnel file, for each employee:

- a. Employment medical records;

- b. INS (Immigration and Naturalization) I-9 Form;
- c. Workers' compensation records;
- d. Health records;
- e. Drug testing records;
- f. Fingerprint results/background check results.

3. Inspection of Personnel File. Employees may inspect their own personnel records in the presence of the Director (or designee) except documents relating to confidential materials related to pre-employment. Such an inspection must be requested in writing to the Director (or designee) and will be scheduled at a mutually convenient time. Employees who feel that any file material is incomplete, inaccurate, or irrelevant may submit a written request to the Director (or designee) that documentation to correct such materials be added to personnel files. Only supervisors and others in management who have an employment related need-to-know about another employee may inspect the personnel files of a particular employee.

H. Work Schedule:

1. Business Hours. NMGA generally operates from 8 am until 5 pm. Work schedules are determined by the Director. Please consult with the Director if you have any questions concerning your work schedule.

2. Class Coverage. Your web conferencing schedule, permanent office hours, and weekly face to face events are considered your classroom. If you cannot attend these functions for any reason, you must contact your Director so adequate coverage can be arranged.

3. Absence or Lateness. If you are unable to report to staff meetings, your online classroom, online office hours, or weekly face to face meetings with your students, you are required to contact the office before 7:30 am. If you know in advance that you will need to be absent, you must request this time off directly from the Director. If you are absent because of an illness, the Director may require that you submit a written statement from your health care provider stating that you are able to resume your employment responsibilities. Unauthorized absences or lateness may lead to disciplinary action, including possible termination or discharge.

4. Severe Weather and Emergency Conditions. In the event of severe weather conditions or other emergencies, NMGA will follow the local school district schedule for the NMGA facilities. All other students and teachers will be required to continue working regardless of weather, unless internet and phone connectivity is lost to the student/teacher's area.

I. Building Access/Use: Employees identified as NMGA facility staff should expect to report to the facility on all school days as per the official school calendar.

WAGE AND SALARY POLICIES

A. NMGA – an equal opportunity employer: Employee compensation will be in compliance with the New Mexico School Personnel Act and otherwise structured to

attract, motivate, retain, and reward high quality personnel to effectively carry out the objectives of NMGA without regard to race, color, ancestry, religion, age, sex, national origin, disability, medical condition, status as a veteran, sexual orientation, spousal affiliation, gender identity or any other basis protected by federal, state or local law. NMGA will prioritize its expenditure of resources to achieve a competitive compensation position in public education in the local area market.

B. Pay Periods: The payroll period is a two week period from Mondays 12:00 AM until Sundays 11:59 PM and you will be paid each subsequent Friday following the completion of that pay period. Your check will reflect your compensation for that pay period, less required payroll deductions. If you were hired after a payroll deadline (check with your supervisor), your first paycheck will be delayed until the second payday after you started work. You will be issued pay checks every two weeks or 26 times per year.

Your deductions will be itemized on your payroll stub. You should review your paycheck stub carefully each payday. If at any time you have any questions about the amounts shown on your paycheck or how they are calculated, you should contact the Business Manager. If you have been overpaid, and it is later discovered, you will be required to return the overpayment in full to NMGA.

C. Basis for Determining Pay: The NMGA Governing Council adopts a salary schedule each year based upon education, experience, and legislative mandates.

D. Salary Increases: NMGA Governing Council shall set the salary schedule based on the school's annual budget. A licensed employee's salary will be based on the NMPED's mandated three-tier license, salary schedule. Any salary increase will be based on the salary schedule and individual qualifications.

E. Direct Payroll Deposit: Direct payroll deposit is the automatic deposit of your pay directly into a financial institution account. Contact the Business Manager for details and the necessary authorization forms. This is a benefit we provide for your convenience. We encourage all employees to take advantage of this service.

F. Mandatory Deductions from Paycheck: Federal, state and local income taxes and your contribution to Social Security and New Mexico Educators retirement system will be deducted from your pay check as required by law. These deductions will be itemized on your check stub. The amount of the deductions will depend on your earnings and on the information you furnish on your W-4 form regarding the number of exemptions you claim. If you wish to modify the number of deductions, please request a new W-4 form from the Business Manager. Only you may modify your W-4 form. Verbal or written instructions are not sufficient to modify withholding allowances. We advise you to check your pay stub to ensure that it reflects the proper number of withholdings. Other mandatory deductions from your paycheck include court-ordered garnishments or support deductions. If NMGA receives a court order mandating that your pay be garnished you will be notified and provided a copy of the order. NMGA will comply with the court order until such time as you provide a subsequently dated and signed court order directing NMGA to cease making the deduction from your pay check.

G. Reimbursement for Travel and Expenses: Employees will be reimbursed for authorized travel and per diem expenses pursuant to the New Mexico Travel and Per Diem Rule, NMAC 2.24.2 as amended. You must obtain prior written authorization for expenditures for which you expect to be reimbursed for by NMGA. Failure to follow the appropriate procedures **prior** to incurring an expense, for which you want to be reimbursed, may result in a denial of your request for reimbursement.

H. Employment Classifications: Your position at NMGA is classified as either regular full-time, part-time or short-term. In addition, you are classified as either **non-exempt** or **exempt**. Certain policies and procedures outlined in the Employee Handbook may apply differently to you depending on how your job position is classified. If you have a question concerning applicability of any particular provision, contact the Director or the Business Manager prior to signing the receipt for this Handbook.

1. Non-Exempt and Exempt Employees. At the time you are hired or you transfer to a new position, you will be classified as either "exempt" or "non-exempt." This is necessary because, by law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of forty (40) hours per workweek. These employees are referred to as "non-exempt" in this Employee Handbook. This means that they are not exempt from (and therefore should receive) overtime pay.

Exempt employees are Directors, Assistant Administrators, business managers, teachers, counselors, social workers, and others whose duties and responsibilities allow them to be "exempt" from overtime pay provisions as provided by the Federal Fair Labor Standards Act (FLSA) and any applicable state laws.

2. Full-Time Employees. An employee, who works forty (40) hours per week, is considered a full-time employee.

3. Part-Time Employees. An employee who is regularly scheduled to work less than forty (40) hours per week is considered a part-time employee. If you are a part-time employee working less than twenty-five (25) hours per week, you are not eligible for the employee benefits described in this Employee Handbook. Benefits will be prorated for employees working between twenty-five (25) and thirty-nine (39) hours per week.

4. Overtime Pay. If you are a non-exempt employee you will be paid overtime in accordance with state and federal laws. Any overtime must be approved in advance by your supervisor; failure to obtain authorization prior to working overtime may result in disciplinary action. For purposes of determining overtime pay, NMGA's work week shall be from 12:00 a.m. Monday until 11:59 p.m. Sunday.

5. Compensatory Time. NMGA does not award compensatory time off.

I. Records of Time Worked: If your position requires that you keep time records, you are responsible for accurately recording your time. No one may record hours worked on another's timecard or timesheet. Tampering with another's time record is cause for disciplinary action, up to and including discharge, of both employees. In the event of an error in recording your time, please report the matter to your supervisor immediately.

PERFORMANCE

A. Performance Reviews: The Director will follow Governing Council policies and New Mexico Public Education Department requirements applicable to charter schools and from which NMGA has not or may not be waived when conducting performance

reviews for all licensed and certified personnel. The performance reviews will be conducted collaboratively between the Director and NMGA employees. Non-exempt employees will be evaluated annually; licensed personnel will be evaluated in a manner consistent with PED regulations and the School's charter, if applicable. The school's Director will be evaluated no less frequently than once per year by NMGA's Governing Council.

During a formal performance review the Director may cover the following areas:

- The quality and quantity of your work
- Strengths and areas for improvement
- Initiative and teamwork
- Attendance
- Customer service orientation
- Problem solving skills
- Ongoing professional growth and development
- All other competencies for your position, level of licensure, or certification

Additional areas will also be reviewed as they relate to your specific job. Along with incorporating competencies, NMGA will implement a multi-source feedback system to appraise the performance of all staff, professional, licensed and non-licensed, to nurture self-efficacy and goal-orientation. All employees will receive feedback from their supervisors, peers, team members, parents and students. The multi-source feedback system will be used to supplement the traditional evaluation system, enabling NMGA to engage its employees in development activities, thereby enlisting its entire staff in continuous learning based on quality feedback.

Your review provides an opportunity for collaborative, two-way communication between you and the Director. This is a good time to discuss your interests and future goals. The Director is interested in helping you to progress and grow in order to achieve personal as well as work-related goals. The Director can answer any questions you may have about the performance review process.

The Director uses your annual performance evaluation as a factor in recommending your rate/salary increase, promotions, or award of subsequent contracts, if any. Your performance evaluation may also be impacted by your willingness to follow and cooperate with NMGA's employee conduct policies as described in this Handbook or other directives or instruction given to you by the Director or your supervisor.

STANDARD OF CONDUCT

Generally speaking, we expect each employee to act in a mature and responsible way at all times. Educational professionals are required to comply with the New Mexico Code of Ethical Responsibility of the Education Profession and standards of professional conduct, 6.60.9 NMAC. If you have any questions concerning any work or safety rule, or any of the unacceptable activities listed below, please see the Director, or your supervisor, for an explanation.

A. Smoking: The use of tobacco, or tobacco products at school or any NMGA-sponsored functions, events or activities is prohibited for students, faculty, and staff.

B. NMGA and Staff Meetings: On occasion, we may require that you attend a meeting or school function outside your duty day. If you are not able to attend, you must request prior permission from your supervisor to be absent. If you are a non-exempt employee, you will be paid for time spent. Prior approval by your supervisor will be required for any overtime.

C. Computer Software (Unauthorized Copying): NMGA licenses the use of computer software from a variety of outside companies. NMGA does not have the right to reproduce the software or to grant licenses for other users. Employees shall use the software only in accordance with the software publisher's license agreement. As a rule do not download school-purchased software on any other computer without verifying the right to do so. Illegal reproduction of software can subject an employee to civil damages and criminal penalties, including fines and imprisonment. In addition, violation of this policy will result in disciplinary action up to and including discharge or termination from your employment.

D. Employee Technology Acceptable Use Policy: NMGA provides technology resources and business equipment to its staff for educational and administrative purposes. This policy governs the use of business equipment, computers and telephonic communication systems, including e-mail, Internet and Internet systems (collectively referred to as (technology resources). The use of NMGA technology resources is a privilege granted to employees for the enhancement of job-related functions. Violation of which may result in disciplinary actions.

NMGA does not attempt to articulate all possible violations of this policy. In general, users are expected to use NMGA computers and computer networks in a responsible, polite, and professional manner. Users are not allowed to:

1. Knowingly send, receive, or display sexually oriented images, messages, or cartoons.
2. Knowingly or recklessly send, receive, or display communications that ridicule, disparage, or criticize a person, a group of people, or an organization based upon race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs or for any other reason.
3. Knowingly send, receive, or display communications that demean, threaten, insult, harass, or defame others.
4. Knowingly send, receive, or display communications that disparage or berate NMGA, Governing Council member, or employees, or diminish employee productivity and/or professionalism.
5. Violate any local, State, or Federal statute or regulation including, but not limited to copyright laws.
6. Solicit, endorse, or proselytize others for commercial ventures, outside organizations, or religious, social, or political causes.
7. Disrupt, disable, damage, or interfere with services, equipment, or other users.
8. Access, assist, or allow others to access equipment, files, passwords, user codes, or information without authorization.

9. Use NMGA computers for personal business or matters not relevant to school business.

NMGA reserves the right to review, audit, intercept, access, and disclose all matters placed on NMGA technology resources, as business conditions and/or security considerations warrant, without employee notice, during or after employee working hours. The use of a NMGA provided password by an employee does not restrict NMGA's right to access electronic communications. While NMGA does not regularly monitor electronic communications it reserves the right to do so without notice. **Because NMGA reserves the right to access and monitor the use of NMGA's technology resources, no employee should have any expectation of privacy in connection with the use of this equipment or the transmission, receipt, or storage of information in such equipment, whether the information is personal or school-related.**

E. Dress Code and Personal Appearance: Please understand that you are expected to dress and groom yourself in accordance with accepted social and business standards. You are expected to be suitably attired and groomed during working hours or when representing NMGA. If the Director decides that your attire and/or grooming are inappropriate for school you may be asked to leave your workplace until you are properly attired and/or groomed. Employees who violate dress code standards may be subject to disciplinary action.

F. Drug-Free Workplace Policy: Employees who work while under the influence of alcohol or drugs present a safety hazard to themselves, their co-workers and students. In addition, employees who work under the influence of alcohol or drugs threaten NMGA's reputation and integrity. NMGA policy is to create a drug-free workplace in accordance with the Drug Free Workplace Act of 1988. The unlawful manufacture, distribution, dispensation, possession, sale or use of a controlled substance in the workplace or while engaged in business off premises, such as at a parent's home, are strictly prohibited.

Prohibition and Standards.

1. General Prohibition. No employee or student will unlawfully possess, use, distribute, dispense, manufacture or be under the influence of alcohol or drugs while on NMGA grounds; at NMGA sponsored or supervised activities (e.g., field trips); in any NMGA owned, leased or used vehicle; while engaged in NMGA classes or work; while going to or from NMGA activities; or, while attending a school-related activity (e.g., workshop).

2. Definition of Drug. For purposes of this policy, the term "drug" will include any "illicit drug," "controlled substance," "intoxicating substance," "inhalant," "counterfeit substance," "look-alike substance," "marijuana," "cannabis," "opiate," "hallucinogen," "narcotic," or other unlawful drug for purposes of federal or state law including, but not necessarily limited to the Drug-Free Workplace Act, the Drug-Free Schools and Communities Act Amendments, the U.S. Controlled Substances Act and the New Mexico Controlled Substances Act. NMSA 1978 §§30-31-1 et seq.

3. Exceptions. This policy is not intended to prevent possession of a controlled substance if it was obtained directly pursuant to a valid prescription or order, from a physician, dentist or other person duly licensed, registered, or otherwise permitted under

federal and state law to distribute or dispense the substance in the course of professional practice. If an employee is taking prescribed or over-the-counter medication that may affect work performance, this information should be immediately reported to the Director or her/his designee.

4. Conditions of employment. As a condition of employment, each employee will abide by the terms of this drug-free workplace policy. Every employee is required to notify the Director of any criminal drug conviction or plea of no contest for a violation occurring in the workplace no later than five (5) days after such conviction.

5. Sanctions. Where an employee violates the terms of this policy or is convicted of violating a criminal drug statute for an offense occurring in the workplace, the employee will be subject to sanctions, consistent with law and policy, which may include either appropriate personnel action against the employee, up to and including termination; or, a requirement that such employee satisfactorily participate in a drug-abuse assistance or rehabilitation program approved for such purpose by a federal, state or local health agency, law enforcement or another appropriate agency. The employee will be responsible for all uninsured costs associated with any such program.

The School reserves the right to search and inspect for maintenance of a safe drug-free workplace.

G. Acceptance of Gifts/Payments for Tutoring: Advance approval from the Director is required before an employee may solicit a gift on behalf of NMGA. NMGA staff members are not to receive payment for tutoring, counseling, advising or providing services related to special programs from any student assigned to their classroom or other school functions.

H. Employment of Relatives: If you and members of your family are employed by NMGA, one may not supervise the other. Family members include the employee's spouse, child, parent, parent-in-law, grandparent, grandparent-in-law, granddaughter, grandson, daughter-in-law, son-in-law, step-parent, domestic partner (a person with whom the employee's life is interdependent and with whom the employee shares a mutual residence), brother, sister, brother-in-law, sister-in-law, daughter or son of the employee's spouse or domestic partner, and any relative living in the household of the employee or domestic partner. Should two employees who work together or supervise each other enter into a personal, non-work related relationship, one or both employees may have to be reassigned.

No person who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, or brother-in-law of the Director may be employed by NMGA unless approved by the Governing Council. The Governing Council may not hire a Director who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, or brother-in-law of any member of the Governing Council.

I. Solicitations and Distributions: Solicitation for any cause during working time and in working areas is not permitted. You are not permitted to distribute non-NMGA literature in work areas at any time during working time. Employees are not permitted to sell raffle

chances, merchandise or otherwise solicit or distribute literature without management approval. Persons not employed by NMGA are prohibited from soliciting or distributing literature on NMGA property.

J. Confidentiality: As an employee of NMGA, you may learn confidential information about students, other employees or school business (together referred to as “confidential school information”). During and after employment with NMGA, confidential school information may not be shared with non-employees of NMGA and may only be shared with other NMGA employees on a need-to-know basis. If you violate this policy, disciplinary action will be taken up to and including termination or discharge.

NMGA will provide employee information to outside agencies only upon written authorization of the employee or as provided by law. Only the Director or his/her designee can make decisions about releasing confidential personnel information. Most banks, credit agencies, or other parties requiring employment information will provide you with an appropriate form. You must provide a written and signed authorization form to the school, before NMGA will release your personnel information. NMGA’s standard reference letters are limited to confirming dates of employment, job title, and current rate of pay. All requests for employment verification must be received by the Director or Business Manager in writing. NMGA’s response will be in writing. NMGA does not provide letters of recommendation.

NMGA protects employees' confidentiality and expects the employees to protect confidential school information as well. No one should provide any information about an employee and must refer any phone calls seeking such information to Director or Business Manager. Under no circumstances will NMGA verify employment by telephone.

In addition, NMGA also expects that you respect the privacy of your fellow employees, both with employees and non-employees. Personal information about any employee may not be discussed with other employees or non-employees without written authorization. Breaching confidences may be grounds for disciplinary action up to and including termination or discharge.

K. Employee Privacy: NMGA reserves the right to search any person entering on its property or offsite while performing services for NMGA and to search property, equipment, and storage areas including but not limited to, clothing, personal effects, vehicles, buildings, rooms, facilities, offices, parking lots, desks, cabinets, lunch and equipment boxes or bags, and equipment. Any items that you do not want to have inspected should not be brought to work.

L. Basis for Conduct-related Discipline: In addition to the foregoing described standards of conduct, the following is a list of unacceptable activities that can result in disciplinary action, up to and including termination. This list should NOT be considered comprehensive and nothing in this list alters the at-will nature of employment for applicable employees.

1. Violation of any NMGA policy.
2. Violation of security or safety rules or failure to observe safety rules or

NMGA safety practices.

3. Negligence or any careless action which endangers the life or safety of another person.

4. Being intoxicated or under the influence of a controlled substance, including Alcohol, while at work; use, possession or sale of a controlled substance in any quantity while on NMGA premises or while attending an NMGA sanctioned events, except medications prescribed by a physician to the employee in possession and which do not impair work performance.

5. Unauthorized possession of dangerous or illegal firearms, weapons or explosives on NMGA property or at any school sponsored event.

6. Engaging in criminal conduct or acts of violence or making threats of violence toward anyone on NMGA premises or when representing NMGA; fighting, or provoking a fight on NMGA property.

7. Insubordination or refusing to obey reasonable instructions or directives issued by your supervisor while at work; unreasonably refusing to help out on a special assignment.

8. Threatening, intimidating or coercing fellow employees on or off the premises at any time, for any purpose.

9. Intentional or negligent destruction of or damage to school property, or the property of fellow employees, customers, suppliers, or visitors in any manner.

10. Theft or unauthorized possession of school property or the property of fellow employees; unauthorized possession or removal of any school property, including documents, from the premises without prior permission from administration; unauthorized use of school equipment or property for personal reasons; using school equipment for personal profit or business.

11. Dishonesty; falsification or misrepresentation on your application for employment or other work records; untruthfulness about sick or personal leave; falsifying reason for a leave of absence or other data requested by NMGA; unauthorized alteration of NMGA or student records or other documents.

12. Spreading malicious gossip and/or rumors; engaging in behavior which creates discord and lack of harmony; interfering with another employee's ability to perform his/her job; restricting work output or encouraging others to do the same.

13. Immoral conduct or indecency on NMGA property.

14. Conducting a lottery or gambling on NMGA premises or when using NMGA property and/or equipment or while at NMGA sanctioned events.

15. Unsatisfactory or careless work, failure to meet work productivity or work quality standards.

16. Any act of harassment as described above.

17. Leaving work before the end of a workday or not being ready to work at the start of a workday without approval of your supervisor; stopping work before time specified for such purposes.

18. Sleeping or loitering during working hours.

19. Excessive use of NMGA telephones for personal calls.

20. Smoking on NMGA property or in NMGA vehicles or while at NMGA sanctioned events.

21. Creating or contributing to unsanitary conditions.

22. Failure to report an absence or late arrival; excessive absence or lateness.

23. Obscene or abusive language toward any supervisor, employee, parent, or student; indifference or rudeness; any disorderly/antagonistic conduct on NMGA premises or while at NMGA sanctioned events.

24. Speeding or careless driving of vehicles.

25. Failure to immediately report damage to, or an accident involving, NMGA equipment or property.

26. Unauthorized soliciting during working hours and/or in working areas; selling merchandise or collecting funds of any kind for charities or others without authorization during business hours, or at a time or place that interferes with the work of another employee on NMGA premises or while at NMGA sanctioned events.

27. Failure to use required timesheets, alteration of your own timesheet or records or attendance documents, punching or altering another employee's timesheet or records, or causing someone to alter your timesheet or records.

28. Any other act or omission which impairs or restricts the ability of NMGA to provide a safe and healthy environment for employees and students.

M. Discipline Process: A number of tools are utilized to motivate, correct, and/or discipline employees, including but not limited to verbal and written warnings, suspensions, and discharge or termination as determined to be appropriate in each individual circumstance.

If your work performance is unsatisfactory or if your conduct on the job becomes a problem, your supervisor may counsel you and work with you to help resolve the issues. You may initiate this counseling as well.

Your supervisor may, but is not required to, use a progressive, corrective process. This disciplinary process may involve, but is not limited to, oral or written warnings, probation for poor work performance/habits, disciplinary suspension, and termination.

If progressive discipline is not considered appropriate, however, the sequence described above will not be followed. Progressive discipline for uncorrected unsatisfactory work performance will be followed, consistent with the New Mexico School Personnel Act, if and when discharge of licensed staff for uncorrected unsatisfactory work performance may be contemplated.

THE DIRECTOR RESERVES THE RIGHT TO DISCIPLINE AN EMPLOYEE BY TAKING WHATEVER ACTIONS, AT HIS/HER SOLE DISCRETION, HE/SHE DEEMS TO BE APPROPRIATE AND IN THE BEST INTERESTS OF THE SCHOOL, UP TO AND INCLUDING TERMINATION OR DISCHARGE.

In the case of serious misconduct, it may be necessary to protect the safety and security of the workplace by suspending or placing the involved employees on administrative leave in order to remove them from the workplace. In addition, in some instances, while your supervisor is investigating and considering appropriate action, you may be relieved from duty pending a full investigation of the circumstances. The investigation may have one of the following results: (a) if the circumstances do not justify suspension, you will be allowed to return to work, although other disciplinary action may be taken; (b) if the circumstances do justify suspension, you will be notified of the suspension and dates and conditions for returning to work. You will not be paid or accrue sick leave (if applicable

to you) for the period suspension occurs; or (c) if the circumstances justify termination, and you are not a “tenured” or contract employee within the meaning of the New Mexico School Personnel Act, you will be dismissed and a final paycheck will be issued excluding time of unpaid suspension. If you are a “tenured” or contract employee and the circumstances justify termination or discharge, the processes outlined in this handbook and required by the School Personnel Act will be followed.

N. Grievance Procedures: NMGA recognizes that most personnel-related conflicts arise from a lack of communication. This procedure is designed to provide a formal mechanism for promoting or restoring such communication so that problems may be resolved before more serious difficulties arise. The purpose of this policy and these procedures is to provide for the reporting and resolution of legitimate employment-related concerns of the employees of NMGA at the earliest possible time and with the least possible expense, disruption and friction. *Nothing contained herein will be construed to limit in any way the ability of NMGA and the grievant to resolve any grievance by informal means. An employee’s decision to refrain from the grievance procedure in lieu of alternative dispute mechanisms may limit the administration’s ability to promptly and completely resolve the employee’s concerns. You are encouraged to use this process to ensure timely and satisfactory resolutions.*

NO PERSONS WILL SUFFER RETALIATION, RECRIMINATION, DISCRIMINATION, HARASSMENT, OR BE OTHERWISE ADVERSELY AFFECTED BECAUSE OF HIS OR HER USE OF THIS GRIEVANCE PROCEDURE.

1. Definitions.

(a) “Grievant” means an employee who is personally and directly affected by a condition for which he or she seeks a resolution.

(b) “Grievance” means an allegation by an employee that the treatment he or she has received from a superior is unfair or improper, or that there has been a violation, a misinterpretation or an inequitable application of school policy, administrative rules or procedures that directly and adversely affect the grievant. A single grievance may be submitted jointly by more than one grievant.

(c) “Resolution(s)” means the proposed written decision by the appropriate administrator(s), grievance review committee, or Governing Council, in response to the grievance.

(d) “Parties in interest” means the grievant and the superior or other employee(s) of NMGA whose conduct or actions are the subject of the grievance.

2. Limitations to Grievance Procedure. A grievance cannot be filed by a former employee after the effective date of termination or discharge of employment.

The following situations are **not** covered by this grievance procedure and are therefore not a grievance under this policy:

(a) The discretionary act(s) of professional judgment relating to the evaluation of the work performance of any employee by his or her immediate supervisor.

(b) Any personnel decision made by the Governing Council, including, but not limited to a refusal to re-employ, a discharge, a demotion, or any other action directly and adversely affecting the employment of an employee.

(c) Situations in which the Governing Council and Director are without authority to act.

(d) Situations in which the remedy for the alleged violation exclusively resides in some person, agency, or authority other than the Governing Council.

(e) Situations as to which a different procedure with NMGA is prescribed by a state or federal authority.

(f) Situations as to which a different procedure or remedy has been provided by the Governing Council.

(g) Situations involving a grievance by an independent contractor with NMGA.

3. General Procedural Requirements.

(a) A grievance must be initiated at Level 1 within ten (10) working days of the date upon which the grievant became aware of the circumstances which gave rise to the grievance.

(b) Whenever possible, any grievance conference or hearing at any level will be scheduled during a mutually convenient time that does not conflict with the regularly scheduled school program.

(c) A grievant requiring the attendance and testimony of other employees will have the right to bring such witness as are willing to testify on his or her behalf, and any necessary substitutes or release time will be provided and the expense borne by NMGA when hearings must be scheduled during the school day.

(d) A separate file will be maintained by the Director for grievances. All documents produced during the processing of a grievance will be kept in the separate file.

(e) All parties shall maintain confidentiality with regard to proceedings, and the resolution of the grievance, to the extent possible, and the proceedings will not be made public unless agreed to by the grievant and the Director or Governing Council or unless the grievant pursues the matter beyond this policy.

(f) The grievance file will be maintained for one (1) year after being cleared according to the New Mexico State Records Center and Archives, and access to the file will be limited to the grievant, the immediate supervisor, the Director and the members of the Governing Council.

(g) A grievant may terminate the process at any level if he or she indicates in writing a desire to do so, accepts the resolution at that level, or fails to pursue his or her grievance by filing at the next level within the specified time period or refuses to attend a scheduled meeting even if that meeting must occur after school.

(h) All grievances will be filed and processed on grievance forms prepared by NMGA and available in the office of the Director.

(i) The time limits at any level may be extended by mutual agreement between the grievant and the Director, review committee or Governing Council.

(j) Except as otherwise provided herein, unless a party can demonstrate prejudice arising from a departure from the proceedings established in this policy, such departure will be presumed to be harmless error.

4. Procedural Steps.

(a) Level 1 (Informal Conference). Prior to the filing of a formal written grievance, the grievant will first discuss the grievance with his or her staff

representative in a good faith attempt to resolve the grievance prior to the filing of a formal grievance. In the case of a claim of sexual harassment in which the grievant's staff representative is the subject of the claim, the grievant may initiate the grievance at the next supervisory level above that of the staff representative.

(b) Level 2 (Director). If the grievant is not satisfied with the discussion and disposition of the grievance at Level 1, he or she may file a written grievance with the supervisor (Director) within ten (10) days of the disposition. The Director will communicate his or her proposed resolution in writing to the grievant within five (5) working days from the filing of the written grievance. If the proposed resolution is not acknowledged or approved by the grievant within five (5) working days, the Director has the discretion to require a hearing or conference and gather such evidence prior to the preparation of the decision as he or she feels would assist in any appropriate resolution of the grievance. The hearing or conference will occur within five (5) working days of the grievant's action/inaction regarding the Director's proposed resolution. The hearing or conference should be as informal as possible and will be conducted as the Director feels is appropriate for a full understanding of the grievance, the position of the grievant and the evidence supporting the position. The Director will have the right to ask any question of the interested parties as he or she deems necessary. Within five (5) working days following the hearing, the Director will render his or her written proposed resolution to the grievant.

(c) Level 3 (NMGCA Governing Council). If the grievant is not satisfied with the resolution of the grievance at Level 3, or if the Director fails to issue a proposed resolution within the specified time limit, the grievant may make a written request to the Director for a hearing with the Governing Council within ten (10) working days after the Director's resolution was rendered or due, if none was received. At its sole option, the Governing Council may appoint a Grievance Review Committee to hear the grievance. The Grievance Review Committee will be comprised of three (3) persons, one from each of the following staff categories: Certified School Instructor; Administrator (other than the immediate supervisor or Director involved) and one Governing Council member.

The members will be appointed by the Governing Council. The Committee will select its Chairperson prior to the processing of the grievance. The Chairperson of the Committee will schedule an informal hearing within ten (10) working days of receipt of the grievance. If a Committee member is unable to participate in the informal hearing, the Chairperson will designate a substitute from within the employee category of the non-attending member.

5. Procedure for Hearing before Governing Council Committee. The following procedure will be used at hearings before the Governing Council Committee.

(a) The parties in interest will submit written statements of position which will be delivered to the Governing Council Committee Chair at least five (5) days prior to the hearing. In addition, any other documentary evidence desired to be reviewed by the Governing Council Committee will be submitted at that time.

(b) The grievant will present his/her grievance first through testimony, witnesses, documents, etc. Cross-examination will not be allowed by the other party in interest, if any.

(c) The other party or parties in interest, if any, will present their responses to the grievance. Cross-examination will not be allowed.

(d) The Committee members may ask any questions that it deems necessary.

(e) Arrangements to make a taped recording or to keep minutes of the proceeding will be made by the Chair. A verbatim transcript is not required, but any minutes or other written record will fairly reflect the substance of the hearing.

(f) Within five (5) days following the date of the hearing, the Committee will transmit its findings and recommendations for proposed resolutions to the Governing Council. Within ten (10) working days, the Governing Council shall consider the recommendations of the Committee. The Governing Council may accept the recommendations as presented, impose a lesser sanction if disciplinary action was recommended, or decide to hold a new hearing on the grievance.

(g) If the Governing Council rules that it is appropriate to hear the grievance, it will set the date for such hearing and the parties in interest will be notified by the Governing Council President. If the Governing Council adopts the recommendations of the Governing Council Committee, the decision shall be final.

6. Hearing before full Governing Council. If the Governing Council decides to grant a new hearing the following procedures will be followed.

(a) Each party in interest will have the opportunity to present oral statements limited to thirty (30) minutes each.

(b) The presentation will be limited to a review of evidence previously presented, unless the Governing Council, in its discretion, allows new evidence to be presented during the hearing.

(c) Evidence may not be cross-examined by the other party in interest, however, the Governing Council may ask questions of any party as it deems necessary or appropriate.

(d) Hearings will be conducted in an executive session, unless the grievant requests that the hearing be held in a public meeting.

(e) The Governing Council will render a written decision within 10 work days after the hearing. In arriving at its decision, the Governing Council has complete discretion in fashioning such relief, if any, as it believes is appropriate, regardless of the relief requested. The Governing Council's decision is final.

TERMINATION AND DISCHARGE

A. Definitions:

1. Termination. In the case of a licensed employee, "termination" means non-renewal of a contract at the end of its term. For all other employees, "termination" means severing or ending the employment relationship.

2. Discharge. "Discharge" means to sever the employment relationship of licensed personnel or employees under contract before the end of the existing contract.

3. Just cause. "Just cause" refers to a reason for termination or discharge that is rationally related to an employee's competence or moral turpitude or the proper performance of his/her duties and that is not in violation of the employee's civil or constitutional rights.

B. Termination/Discharge Policy for Employees with Less than Three (3) Consecutive Years of Service:

1. General. NMGA may terminate an employee (licensed or non-licensed) with fewer than three (3) years of consecutive service for any reason it deems sufficient.

a. Non-contract employees. Employees with three (3) years or less of consecutive service and who are not employed pursuant to a contract are “at-will” employees, that is, the employee may be dismissed from employment at any time and for any lawful reason the Director deems appropriate. A written notice of termination will be provided to the employee.

b. Contract employees. Contract employees with three (3) years or less of consecutive service; i.e., who have not been reemployed under a third consecutive contract, may be terminated by non-renewal of their contracts for any lawful reason the Director deems appropriate.

2. Protest Procedure for Employees with Less than Three (3) Consecutive Years of Service. For an employee of less than three (3) consecutive years who was terminated or whose contract was not renewed, there is no protest. A terminated employee may request a statement of reasons from the Director for his/her termination or non-renewal. Requests for an explanation will be made in writing and delivered to the Director no later than five (5) working days after receipt of the notice of termination or notice of non-renewal. Reasons for the Director’s decision will be provided to the employee within ten (10) days of receiving his/her request. The decision of the Director to terminate is final and not subject to appeal.

C. Termination/Discharge Policy for Employees with More than Three (3) Years of Consecutive Service:

1. Non-Contract and Contract: No employee who has been employed by NMGA for three (3) years or more of consecutive service may be terminated or discharged except for just cause.

2. Protest Procedure. NMGA provides the following procedures for challenges to termination or discharge decisions for employees with three (3) or more years of consecutive service:

a. Request for Statement of Rationale. An employee who has been employed by NMGA for three (3) consecutive years and who receives a notice of termination or notice of non-renewal may request a written statement of the reasons for non-renewal. The employee must request that statement of reasons within five (5) working days from the date she receives the notice of termination. The Director shall provide the statement of reasons within five (5) working days from the request.

b. Statement before the Governing Council. If the employee requests an opportunity to make a statement to the Governing Council regarding the Director’s decision to terminate, he/she must do so SIMULTANEOUSLY with the request for written reasons for the termination. The opportunity to present to the Governing Council will be granted, if within 10 working days after receiving the written reasons for termination, the employee submits a written statement to the Governing Council which includes an explanation of why the employee believes that he/she was terminated for reasons that do not constitute just cause. In addition, the statement must include facts, supporting documentation and potential witnesses who will support the employee’s position. Thereafter, the Governing Council will meet to hear the employee present the

statement in no less than five (5) and no more than fifteen (15) working days after receipt of the employee's written statement of contentions.

c. Hearing on termination:

i. The employee and the Governing Council may have representation of their choice, but at their own expense.

ii. The hearing will be conducted in accordance with the provisions of the Open Meetings Act.

iii. A designee of the Governing Council will first state the reasons for termination and present the factual support for those reasons. The reasons will be limited to those first provided to the employee after his/her request for an opportunity to address the Governing Council.

iv. The employee will next state his/her reasons and factual support for contending that the termination was not for just cause. Those reasons and factual support must be the same as those provided in the employee's written response to the statement provided by the Director.

v. The Director may offer such rebuttal testimony that she deems appropriate.

vi. Each party may question all witnesses.

vii. Only evidence presented at the hearing will be considered and the Governing Council is only required to consider that testimony it considers reliable.

viii. No record will be kept of the hearing.

ix. The Governing Council will notify the employee and the Director of its decision in writing within five (5) working days from the conclusion of the meeting. [Reference, NMSA 1978 §22-10A-24.]

d. Appeals – Arbitration on Termination. Either the terminated employee or other representatives of NMGA may appeal the decision of the Council. The matter will be appealed to an independent arbitrator who will hear all evidence as if presented for the first time. The arbitration process takes place as follows:

i. Timely Request. The employee must submit a request for an appeal in writing that states his/her reasons for the appeal to the President of the Governing Council within five (5) working days from the receipt of the Governing Council's written decision. The request for appeal must include a statement of facts supporting the basis for appeal. Failure to submit a timely appeal will bar the employee's objection to the decision of the Governing Council and will render the Governing Council's decision final.

ii. Selection of Arbitrator. The Governing Council and the employee will meet within ten (10) working days from the receipt of the employee's timely request for appeal to select an independent arbitrator. If they cannot make a choice, they will ask the presiding judge of the Second Judicial District Court for the State of New Mexico to select an individual to hear the matter. The judge will make the selection within five (5) days of the request. The arbitrator selected must be experienced in school employment matters and must have no financial, personal or other direct interest in the outcome of the proceeding.

iii. Scope of Arbitration. The arbitrator will hear all of the evidence presented and not be limited to a review of the Governing Council's decision. The issue before the arbitrator will be limited to whether the evidence presented demonstrates just cause for termination.

iv. Date of Arbitration. The arbitration will be held within thirty (30) working days from the date the arbitrator is selected. Notice of the hearing will be provided by the arbitrator, which will include the date, time and location of the hearing.

v. Rules of Arbitration:

(A) NMGA and the employee may have representation of their choosing, but at their own expense;

(B) Discovery will be limited to depositions and requests for production of documents on a time schedule to be determined by the arbitrator;

(C) The arbitrator has the power to issue subpoenas for witnesses and documents and to administer oaths;

(D) The New Mexico Rules of Civil Procedure will not be strictly enforced; however, the rules will apply to the extent that both contentions and responses are amply and fairly presented;

(E) The Rules of Evidence will not strictly apply, but the arbitrator will permit either party to call and examine witnesses, to cross-examine witnesses and to introduce evidence. The arbitrator will require reasonable substantiation of statements and authentication of records where the accuracy or truth is in reasonable doubt;

(F) The Governing Council will have the burden to show by a preponderance of evidence that the employee was terminated for reasons that constitute just cause;

(G) If the Governing Council cannot show just cause, or the employee sufficiently rebuts the Governing Council's reasons, then the arbitrator will reverse the decision to terminate and order reinstatement of the employee;

(H) Either the employee or NMGA may record the proceeding at their own expense, but it will not constitute an official record for purposes of further appeal;

(I) Departures from these procedures are considered harmless unless the party can demonstrate prejudice;

(J) Decision. The arbitrator will issue a written decision within thirty (30) working days of the hearing, which will contain findings of fact and conclusions of law;

(K) Remedies. The only remedies available to an employee who has been reinstated by the decision of an arbitrator are: reinstatement; back pay, but subject to any scheduled salary increase to which the employee may be entitled; or, both, less an offset for any compensation received by the employee during the period the compensation was terminated; e.g., unemployment benefits;

(L) Binding Decision. Decisions by the arbitrator are final and binding on both NMGA and the employee. The decision may not be appealed unless the decision was procured by corruption, fraud, deception or collusion, in which case it will be appealed to the Second Judicial District Court for the State of New Mexico;

(M) Costs/Fees. The employee and NMGA will pay their own fees, expenses and costs. The arbitrator can assign to either party or both parties the fees and costs of the independent arbitrator;

(F) Report to PED. NMGA is required to report the terminations to the NMPED. [Reference NMSA 1978 §22-10A-25 (2003)]

D. Termination/Discharge Policy for Other Personnel Exempt from Protest Procedures: In addition to employees who have less than three (3) consecutive years of employment, the rights to due process protests upon termination do not apply to the following NMGA personnel:

1. Certified school instructors employed to fill the position of certified school instructor entering military service;
2. Persons employed as licensed school administrators;
3. Non-certified school employees employed to perform primarily school-wide management functions. [Reference, NMSA 1978 §22-10A-26 (2003)]

E. Discharge Policy for Contract Employees Discharged Prior to the end of their Contract Term: A contract employee may be discharged prior to the end of his/her contract term for just cause according to the following procedures:

1. Notification and Immediate Removal.
 - a. Notice of discharge. The Director will serve written notice (certified mail return receipt requested) or will arrange personal delivery retaining a receipt signed and dated by the employee, of intent to recommend to the Governing Council that the employee be discharged. Service otherwise consistent with the rule of civil procedure will be sufficient to complete service as meant by these provisions.
 - b. Stated reasons. The notice will include the reasons for the Director's recommendation that the employee be discharged along with a written description of the employee's right to a hearing before the Governing Council.
 - c. Immediate Removal. In the event that the Director determines that it is necessary to immediately remove the employee from the school premises, the employee will be placed on paid administrative leave pending the outcome of a hearing on the Director's decision to discharge.
2. Protest Procedure/Hearing. A contract employee who receives a notice of discharge may request a hearing before the Governing Council by giving the Director a written request for hearing within five (5) working days of receipt of the notice of discharge.
 - a. Date of hearing. If the employee timely notifies the Director that he/she is requesting a hearing on the decision to discharge, a hearing will be scheduled for no less than twenty (20) and no more than forty (40) working days after the Director receives the written election from the employee. The employee will have at least ten (10) working days prior notice of the hearing date.
 - b. Hearing Procedures.
 - i. NMGA and the employee may have representation of their choosing and at their own expense.
 - ii. Discovery will be limited to depositions and request for production of documents, which will be completed prior to the hearing.
 - iii. The Governing Council will have the authority to issue subpoenas for the attendance of witnesses and to produce documents and other evidence at the request of either party and will have the power to administer oaths.
 - iv. NMGA will have the burden of proving the just cause for discharge by a preponderance of the evidence. The evidence at hearing will be limited to the reasons as stated in the notice to the employee recommending the discharge.

v. NMGA will present its evidence first; the employee will present second; either party may present witnesses and introduce documents to prove their respective case.

vi. An official record must be kept of the proceeding and the employee is entitled to one copy at the expense of NMGA.

vii. The Governing Council will render its written decision within twenty (20) calendar days of the conclusion of the hearing and deliver its decision to the employee by certified mail return receipt requested or by personal delivery.

3. Appeal from Decision on Discharge: Arbitration. Either the discharged contract employee or a representative(s) of NMGA may appeal the decision of the Governing Council. The matter will be appealed to an independent arbitrator who will hear all evidence as if presented for the first time.

a. Request Appeal/Arbitration. To request an appeal the employee must state his/her reasons for the appeal in writing (“request for appeal”) and submit it to the President of the Governing Council within five (5) working days from the receipt of the Governing Council’s written decision. The appeal must contain a statement of the particular reasons the employee believes the Governing Council’s decision was incorrect and include a statement of facts supporting his/her decision.

b. Timely Appeal. Failure to submit a timely appeal will bar the employee's right to object to the decision of the Governing Council and will render the Governing Council’s decision final.

c. Selection of Arbitrator. The Governing Council and the employee will meet within ten (10) working days from the receipt of the employee’s request for appeal to select an independent arbitrator. If they cannot decide they will request the presiding judge of the Second Judicial District Court for the State of New Mexico to select an individual to hear the matter. The judge will make the selection within five (5) days of the request. The arbitrator selected will be experienced in school employment matters. He/she will have no financial, personal or other direct interest in the outcome of the proceeding.

d. Scope of Review. The arbitrator will hear all of the evidence presented and not be limited to a review of the Governing Council’s decision. The issue before the arbitrator will be limited to whether the evidence presented demonstrates just cause for discharge.

e. Date of Arbitration. The arbitration will be held within thirty (30) working days from the date the arbitrator is selected. Notice of the hearing will be provided by the arbitrator, which will include the date, time and location of the hearing.

f. Arbitration Rules:

i. NMGA and the employee may have representation of their choosing, but at their own expense;

ii. Discovery is limited to depositions and requests for production of documents on a time schedule to be determined by the arbitrator;

iii. The arbitrator has the power to issue subpoenas for witnesses and documents and to administer oaths;

iv. The New Mexico Rules of Civil Procedure will not be strictly enforced; however, the rules will apply to the extent that both contentions and responses are amply and fairly presented;

v. The Rules of Evidence will not strictly apply, but the arbitrator will permit either party to call and examine witnesses, to cross-examine witnesses, and to

introduce evidence. The arbitrator will require reasonable substantiation of statements and authentication of records where the accuracy or truth is in reasonable doubt;

vi. The Governing Council will have the burden to show by a preponderance of the evidence that the reasons provided for recommending the employee's discharge constitute just cause;

vii. If the Governing Council cannot show just cause, or the employee sufficiently rebuts the Governing Council's reasons, then the arbitrator will find in favor of the employee;

viii. Either the employee or NMGA may record the proceeding at their own expense, but it will not constitute an official record for purposes of appeal; only the official record prepared by a certified court reporter will constitute the official record;

ix. Departures from these procedures are considered harmless unless the party can demonstrate prejudice;

x. Decision. The arbitrator will issue a written decision within thirty (30) working days of the hearing, which will contain findings of fact and conclusions of law;

xi. Final Decision. Decisions by the arbitrator are final and binding on both NMGA and the employee; the decision may not be appealed unless the decision was procured by corruption, fraud, deception or collusion, in which case it will be appealed to the Second Judicial District Court for the State of New Mexico;

xii. Costs/Fees. The employee and NMGA will pay their own fees, expenses and costs; the arbitrator may assign to either party, or both of them, the fees and costs of the independent arbitrator;

xiii. Compensation after discharge. Payment of compensation to any certified school instructor or certified administrator will terminate as of the date a final decision, provided by the Governing Council. If the contract is to be paid monthly during a twelve (12) month period for services to be performed during a period less than twelve (12) months, the person will be entitled to a pro rata share of the compensation payments due for the period during the twelve (12) months in which no services were to be performed.

F. Phasing Out and Elimination of Positions/Reduction-in-Force/Furloughs: From time-to-time, it may be necessary to phase-out or eliminate certain job classifications or reduce the number of positions in a particular employment category. An orderly process will be established by the NMGA Reduction in Force Policy to guide such phase-out or reduction in force. A reduction in force carried out pursuant to NMGA's policy is just cause for termination or discharge. The NMGA may also implement a voluntary or involuntary furlough if such measures are necessary due to budgetary constraints and can avoid a reduction in force. Any furlough implement shall be conducted according to NMGA policy.

G. Administrative Leave Pending Possible Disciplinary Action: If you are suspected of violating NMGA's policies, procedures, or work rules, you may be placed on administrative leave with pay pending an investigation of the situation. Administrative leave is not intended as punishment, but rather provided for the purpose of allowing a thorough and thoughtful investigation of a situation before a decision is rendered.

H. Resignation/Job Abandonment: Non-exempt employees should give a minimum of two weeks written notice of resignation to the Director. All contract employees are

required to provide written notice of their intent to terminate employment with NMGA to the Director at least thirty (30) calendar days in advance. Failure to provide adequate notice may result in a complaint to the PED Licensing Bureau.

NMGA will consider you to have voluntarily terminated your employment if you do any of the following:

1. Resign from NMGA;
2. Fail to return from an approved leave of absence on the date specified for your return; or
3. Fail to report to work or call in for two (2) or more consecutive work days.

I. Retirement: Eligible employees who meet the criteria established by the New Mexico Educators Retirement Board and wish to retire should contact the Business Manager in advance of the anticipated retirement date to initiate retirement proceedings. Employees anticipating retirement should contact the New Mexico Educators Retirement Board to ensure that the employee follows the most appropriate and current rules and regulations.

J. Return of NMGA Property: Any NMGA property issued to you, such as keys, computer equipment, etc. must be returned to NMGA at the time of your resignation, termination, or discharge. You will be responsible for any lost or damaged items. If you do not return property of value, you will be asked to sign a wage deduction authorization form for this purpose.

K. Safety:

1. General Employee Safety. NMGA is committed to the safety and health of all employees and recognizes the need to comply with regulations governing injury and accident prevention and employee safety. Maintaining a safe work environment, however, requires the continuous cooperation of all employees. NMGA will maintain safety and health practices consistent with the needs of our profession. If you are ever in doubt about how to safely perform a job, it is your responsibility to ask the Director or your supervisor for assistance. Any suspected unsafe conditions and all injuries that occur on the job must be reported to the Director, or his or her designee, immediately. Compliance with these safety rules is considered a condition of employment. We strongly encourage employee participation and your input on health and safety matters.

Safety Common Sense:

Lifting: Ask for assistance when lifting heavy objects or moving heavy furniture. Bend your knees, get a firm grip on the object, hold it close to your body and space your feet for good balance. Lift using your stronger leg muscles, not your weaker back muscles.

Materials Handling: Do not throw objects. Always carry or pass them. Use flammable items, such as cleaning fluids, with caution. Also, stack materials only to safe heights.

Trash Disposal: Keep sharp objects and dangerous substances out of the trash can. Items that require special handling should be disposed of in approved containers.

Cleaning Up: To prevent slips and tripping, clean up spills and pick up debris immediately.

Preventing Falls: Keep aisles, work places and stairways clean, clear and well lighted. Walk, don't run. Watch your step.

Handling Tools: Exercise caution when handling objects and tools. Do not use broken, defective or greasy tools. Use tools for their intended purpose only. Wear safety glasses or goggles whenever using a power tool.

Falling Objects: Store objects and tools where they won't fall. Do not store heavy objects or glass on high shelves.

Work Areas: Keep cabinet doors and file and desk drawers closed when not in use. Remove or pad torn, sharp corners and edges. Keep drawers closed. Open only one drawer at a time.

Using Ladders: Place ladders securely. Do not stand on boxes, chairs or other devices not intended to be used as ladders.

Machines: Do not clean machinery while it is running. Lock all disconnect switches while making repairs or cleaning.

Electrical Hazards: Do not stand on a wet floor while using any electrical apparatus. Keep extension cords in good repair. Don't make unauthorized connections or repairs. Do not overload outlets.

Fire Prevention: Know the location of the fire extinguisher(s) in your area and make sure they are kept clear at all times. Notify your supervisor if an extinguisher is used or if the seal is broken. Make sure all flammable liquids, such as alcohol, are stored in approved and appropriately labeled safety cans and are not exposed to any ignition source. Evacuation exits should be posted. Be familiar with fire drill procedures and plans for evacuating students.

2. Reporting Safety Issues/Workers Compensation Injuries. All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to the Director or her designee. If you or another employee is injured, you should contact outside emergency response agencies, if needed. The Employee's Claim for Worker's Compensation Benefits Form must be completed for any instance of employee injury, even if no medical attention is sought at the time of injury. If you fail to report your injury timely, you may jeopardize your right to collect workers' compensation benefits.

L. Weapons: NMGA prohibits all persons who enter NMGA property from carrying a handgun, firearm, knives of any length, or other weapons regardless of whether the person is licensed to carry the weapon or not. The only exception to this policy will be police officers, security guards or other persons who have been given written consent by NMGA to carry a weapon on the property. Any employee violating this policy will be subject to disciplinary action

ALL STAFF MUST REVIEW AND BE FAMILIAR WITH SAFETY POLICIES AND PROCEDURES LISTED IN THE SAFE SCHOOL PLAN.

M. Violence in the Workplace Policy: NMGA has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect NMGA or which occur on NMGA property will not be tolerated. Every employee is required to report incidents of threats or acts of physical violence of which he/she is aware to the Director.

Acts or threats of violence include conduct which is sufficiently severe, offensive, or intimidating to alter the employment conditions at NMGA, or to create a hostile, abusive, or intimidating work environment for one or several employees. Examples of workplace violence include, but are not limited to, the following:

- Hitting or shoving an individual.
- Threatening an individual or his/her family, friends, associates, or property with harm.
- Intentional destruction of or threatening to destroy NMGA's property.
- Making harassing or threatening phone calls.
- Harassing surveillance or stalking (following or watching someone as contemplated by stalking statutes).
- Unauthorized possession or inappropriate use of firearms or weapons.

N. Security: Maintaining the security of NMGA buildings and vehicles is every employee's responsibility. Develop habits that ensure security as a matter of course. For example: when you leave NMGA premises make sure that all entrances are properly locked and secured. All NMGA employees are required to follow the security and premises use policies of any NMGA buildings.

O. Parking Areas: For employees utilizing NMGA facilities, remember to lock your car every day and park within the specified areas. Courtesy and common sense in parking will help eliminate accidents, personal injuries, and damage to your vehicle and to the vehicles of other employees. If you should damage another car while parking or leaving, immediately report the incident, along with the license numbers of both vehicles and any other pertinent information you may have, to your supervisor. NMGA is not responsible for any loss, theft or damage to your private vehicle or any personal property.

P. Prohibited disclosure of Student information: No person shall sell or use student, faculty or staff lists with personal identifying information obtained from a public school or a local school district for the purpose of marketing goods or services directly to students, faculty or staff or their families by any means of communication. The provisions of this section shall not apply if the students and their parent/guardian have consented in writing.

Q. Prohibited Sales by School Personnel: Employees of the school shall not directly or indirectly, sell or be a party to any transaction to sell or receive any commission or profit from any contract for sale any instructional material, furniture, equipment, insurance, school supplies to NMGA. This provision shall not apply in cases in which school employee contracts to perform special services with the school with which they are

associated or employed during time periods wherein service is not required under a contract for instruction, administration or other employment. No employee of the school shall solicit or sell or be the party to a transaction to solicit or sell insurance or investment securities to any employee of the school. Violation of the prohibited sales provisions may constitute a fourth degree felony. In addition, the PED may suspend or revoke the licensure of a licensed school employee for acting contrary to this provision.

R. Conflict of Interest: Employees are prohibited from using confidential information acquired by virtue of their associations with the NMGA for their individual or another's private gain. Employees are prohibited from requesting, receiving or accepting a gift or loan for themselves or another that tends to influence them or appear to influence them in the discharge of their duties as employees.

S. Compliance with Laws Affecting Child Welfare: Any employee, volunteer, or contractor who knows or has a "reasonable suspicion" that a child has been the victim of child abuse is required by law to report the instance immediately to one of the following child protective agencies: local law enforcement; the New Mexico Department of Children, Youth and Families, or a tribal law enforcement or social services agency for any Indian child residing in Indian country. NMSA 1978 §32A-4-3. Persons who violate reporting requirements are guilty of a misdemeanor. "Reasonable suspicion" arises when the facts surrounding the incident or situation could cause another person in the same situation to suspect child abuse.

1. Reporting responsibility. As noted, child abuse should be reported immediately by telephone to a child protective agency. The telephone call is to be followed by a written report within thirty-six (36) hours. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter will not notify the parent as required in other instances of removal. Child protective agencies responding to incident reports are prohibited from disclosing a reporter's identity to a reporter's employer.

2. "Abuse" defined. Child abuse is broadly defined as "a physical injury which is inflicted by other than accidental means on a child by another person." Child abuse can take the following forms:

- Sexual abuse: Sexual abuse means, in general, sexual assault or sexual exploitation. Sexual abuse does not include children who voluntarily engage in sexual activity with children of a similar age. However, such situations raise the issue of possible neglectful adult supervision. Pregnancy of a minor does not, in and of itself, constitute suspicion of child abuse;
- Neglect: Neglect occurs when a child's custodian has failed to provide adequate "food, clothing, shelter, medical care, or supervision" that may or may not have resulted in any physical injury;
- Unlawful corporal punishment: Unlawful corporal punishment occurs when any person willfully harms or injures a child to such a degree that a traumatic condition results; and
- Willful cruelty or unjustifiable punishment: Child abuse also includes the situation where any "person willfully causes or permits any child to suffer... unjustifiable pain or mental suffering," or when any person endangers a child's health.

Report suspected child abuse or neglect by calling #SAFE (#7233) from a cell phone or 1-855-333-SAFE.

BENEFITS

NMGA is committed to sponsoring a comprehensive benefits program for all eligible employees. Literature is available from our insurance companies for details on your health/dental coverage. Please see the Business Manager for information on your benefits and coverage.

NMGA RESERVES THE RIGHT TO MODIFY OR TERMINATE NON-MANDATORY EMPLOYER BENEFITS AT ANY TIME

If you are a full-time employee, or a part-time employee who works more than twenty-five (25) hours per week, you will be eligible to receive all of the benefits described in this Employee Handbook. For part-time employees, benefits are pro-rated. Coverage is available to you and your dependents as defined in the benefit summary plan descriptions. Please see the Business Manager for details.

A. Group Insurance: Employees may participate in the New Mexico Public School Insurance Authority's (NMPSIA) Employee Benefits Group Plan, which consists of Group Medical, Dental, Vision, and Basic Life coverage. Employees who are active at work and work the minimum qualifying number of hours shall be eligible for the following:

1. All employees who work a minimum of twenty-five (25) hours or more per week shall be entitled to participate in Medical, Dental, and Vision coverage.
2. NMGA shall enroll and pay premiums at the rate of 100% for Basic Life insurance coverage for any employee who works a minimum of fifteen (15) hours per week, regardless if the employee participates or is eligible to participate in any other line of NMPSIA coverage.
3. Members of the Governing Council are not eligible to participate in medical, dental, vision, and life insurance coverage.
4. A newly eligible employee is required to enroll within thirty-one (31) calendar days of being hired or within thirty-one (31) calendar days of being upgraded to that of an eligible employee.
5. An eligible employee who has a change in status is required to complete the appropriate NMPSIA Employee Record Change Card within thirty-one (31) calendar days from the qualifying event.
6. Pursuant to federal law and NMPSIA rules, an eligible employee may enroll in medical coverage for the occurrence of "qualifying events" as defined by NMPSIA rules. These enrollments do not apply to dental or vision coverage.

B. New Mexico Retirement Plan: The New Mexico Educators Retirement Act is provided to eligible employees (those who have completed sufficient service) with a monthly pension benefit upon retirement. All employees who work more than 25% of the time (.25 FTE) are mandated by the New Mexico Educational Retirement Act to participate in the retirement plan. Participation in the Plan begins on **the first day of the month following your date of hire**. NMGA and the employee are required by State law to contribute to this retirement plan operated by the New Mexico Educators Retirement

Board. The details regarding NMGA and employee contributions, vesting, administration, and investments are provided in the Summary Plan Description, made available through the Education Retirement Board.

C. Workers' Compensation: NMGA maintains Workers' Compensation Insurance coverage for employees who sustain an injury or illness compensable under the New Mexico workers' compensation laws. NMGA pays the full cost of the workers' compensation insurance. All workers' compensation claims are subject to evaluation and investigation by NMGA and its insurance carrier. If you are injured while performing duties related to your job at NMGA, you must report the injury promptly to your immediate supervisor. More information is available from NMGA's Business Manager.

D. Unemployment Compensation: NMGA employees are covered in accordance with applicable unemployment compensation laws and regulations that also govern eligibility for unemployment benefits. All forms or contacts related to unemployment compensation claims should be delivered or referred to the NMGA Director or Business Manager.

E. Leave Benefits: As a part of the Benefits package provided to NMGA employees, the Governing Council may allow approved leaves of absence. Leaves may be granted with or without pay. Requests for Leave forms must be completed and submitted to the Director for approval. Explanations of the reason for leave request need not be entered on a Request for Leave form for personal leave. However, explanations are necessary for all other types of leave

F. Sick/Personal Leave: Regular full-time employees are entitled to 6 paid sick/personal days per school year; contract personnel are entitled to the number of sick leave days stated in their contract. Unless otherwise provided for or as approved by the Director, sick leave is to be used by employees in accordance with the following provisions:

1. Sick/Personal leave is to be used in the event an employee is unable to complete their normal daily duties and tasks. All sick/personal day requests must be forwarded to the Director.
2. Notice of absence from work due to illness should be provided to the Director or his or her designee by no later than 7:30 a.m. on the day of illness. If use of sick leave is foreseeable advance notice shall be provided to the Director or his or her designee.
3. An employee will not be paid for unused sick/personal leave days upon severance of his/her employment from NMGA. All sick/personal days accrue at 8 hours per pay period. All leave must be used by the end of the school year. No rollover time will be allowed and no payout available upon termination or resignation.
4. The Director may, at any time, request that an employee bring a doctor's note verifying that your leave was necessitated by illness.

G. Family and Medical Leave Policy ("FMLA"): NMGA acknowledges that from time to time situations occur in employees' lives that require time away from work. NMGA will provide eligible employees unpaid leaves of absence to attend to family and medical needs in accordance with the federal Family and Medical Leave Act of 1993 and as amended in 2008.

- (a) Eligibility for FMLA Leave. An employee is eligible for FMLA leave if he/she:
 - i. has worked for NMGA for at least 12 months in the last 7 years;

- ii. the NMGA employs 50 or more employees; and
- iii. has worked at least 1,250 hours for NMGA during the 12 calendar months immediately preceding the request for leave.

Employees with any questions about their eligibility for FMLA leave should contact the NMGA's Director or his/her designee.

(b) FMLA Leave. Employees who meet the eligibility requirements described above are eligible to take up to 12 weeks of unpaid leave during any 12-month period for one of the following reasons:

- i. To care for the employee's son or daughter during the first 12 months following birth;
- ii. To care for a child during the first 12 months following placement with the employee for adoption or foster care;
- iii. To care for a spouse, son, daughter, or parent ("covered relation") with a serious health condition;
- iv. For incapacity due to the employee's pregnancy, prenatal medical or child birth; or
- v. Because of the employee's own serious health condition that renders the employee unable to perform an essential function of his or her position.

(c) Married couples. In cases where a married couple is employed by the NMGA, the two spouses together may take a combined total of 12 weeks' leave during any 12-month period for reasons i and ii, or to care for the same individual pursuant to reason iii.

(d) Covered Service member Leave. Eligible employees who are family members of covered service members are entitled to take up to 26 workweeks of leave in a "single 12-month period" to care for a covered service member with a serious illness or injury incurred in the line of duty on active duty. The definition of "family members" includes family members covered in 3(b) (iii) and "next of kin," which means the nearest blood relative (including siblings, grandparents, aunts, uncles, and first cousins). The 26 weeks include leave for qualifying exigencies described below. All other provisions of the FMLA apply, such as employee eligibility, appropriate notice, medical certifications, definitions, etc. As with other types of leave, NMGA has the right to require the employee to support a request for leave with an appropriate medical certification. When two eligible employees are married and work for NMGA, and when the reason triggering the FMLA event is to care for a service member under this section, a combined total of 26 weeks applies.

(e) Qualifying Exigency. The 12 weeks available to all FMLA-eligible employees is available to eligible employees with a covered military member serving in the National Guard or Reserves to use for "any qualifying exigency" arising out of the fact that a covered military member is on active duty or call to active duty status in support of a contingency operation. "Qualifying exigency" means:

- Military member's short-notice deployment (leave to address any issue that arises from an impending call or order to active duty in support of a contingency operation seven days or less prior to the date of deployment);
- Military events and related activities (leave to attend any military ceremony, program or event related to the active duty call or to attend family support or assistance programs and informational briefings);
- Arranging for alternate childcare and related activities;

- Addressing certain financial and legal arrangements;
- Periods of rest and recuperation for the service member (up to 5 days of leave);

- Attending certain counseling sessions;
- Attending post-deployment activities (available for up to 90 days after the termination of the covered service member's active duty status); or
- Other activities arising out of the service member's active duty or call to active duty and agreed upon by NMGA and the employee.

(f) Intermittent Leave. Intermittent leave and reduced work schedules are allowed when such are medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt NMGA's operations. Covered Service member Leave due to qualifying exigencies may also be taken on an intermittent basis. Leave may not be taken on an intermittent basis when used to care for the employee's own child during the first year following birth, or to care for a child placed with the employee for foster care or adoption, unless both NMGA and employee agree to such intermittent leave. If an employee requests intermittent leave, it may be necessary for the NMGA to transfer him/her to another position that will better accommodate an intermittent or reduced schedule.

(g) Pay, Benefits, and Protections During FMLA Leave. Employees taking FMLA leave must use all of their available accrued and unused paid sick and personal days and vacation (if applicable) as part of the leave. Once the employee's paid leave benefits are exhausted, the employee will continue for the duration of the family and medical leave without pay.

(h) Medical and other benefits. NMGA will continue to maintain group health insurance coverage for the employee and, where applicable, for his/her dependents during the FMLA leave, up to a maximum of twelve weeks in a twelve-month period. After an employee's paid leave is exhausted, an employee must arrange to pay the premium contributions they previously had deducted in order to continue group health or other insurance for themselves and, where applicable, their dependents during the family and medical leave. The employee will be required to arrange for and pay for other benefits while on leave without pay. Failure to make arrangements and to pay the premiums for benefits other than health insurance while on leave may result in termination of those employee benefits. If an employee fails to return to work at the end of the family and medical leave, NMGA may require the employee to reimburse it for the amount NMGA paid for the employee's health insurance premiums during the leave.

(i) Employee Responsibilities When Requesting FMLA Leave.

1. If the need to use FMLA leave is foreseeable, the employee must give NMGA at least 30 days prior notice of the need to take leave. When 30 days' notice is not possible, the employee must give notice as soon as practicable (within 1 or 2 business days of learning of the need for leave except in extraordinary circumstances). Failure to provide such notice may be grounds for delaying the start of the FMLA leave.

2. Requests for FMLA leave should be submitted to NMGA's Director or his/her designee by using the Request for Family/Medical Leave form.

3. When submitting a request for leave, the employee must provide sufficient information for NMGA to determine if the leave might qualify as FMLA leave, and also provide information on the anticipated date when the leave would start as well as the duration of the leave. Sufficient information may include that the employee is unable to perform job functions; that a family member is unable to perform daily activities; that the

employee or family member needs hospitalization or continuing treatment by a healthcare provider; or the circumstances supporting the need for leave.

4. An employee undergoing planned medical treatment will be required to make a reasonable effort to schedule the treatment to minimize disruptions to NMGA's operation.

(j) Employer responsibilities.

1. When an employee requests leave, NMGA will inform the employee whether he or she is eligible under the FMLA. If the employee is, the employee will be given a written notice that includes details on any additional information he or she will be required to provide. If the employee is not eligible under the FMLA, NMGA will provide the employee with a written notice indicating the reason for ineligibility.

2. If leave will be designated as FMLA-protected, NMGA will inform the employee in writing and provide information on the amount of leave that will be counted against their 12 or 26 week entitlement.

(k) Medical Certification.

1. If the employee is requesting leave because of the employee's own or a covered relation's serious health condition, the employee must supply appropriate medical certification. Employees may obtain Medical Certification forms from the Director or his/her designee. When the employee requests leave, NMGA will notify the employee of the requirement for medical certification and when it is due (no more than 15 days after you request leave). If the employee provides at least 30 days' notice of medical leave, he or she should also provide the medical certification before leave begins.

2. Failure to provide requested medical certification in a timely manner may result in denial of leave until it is provided. NMGA, at its expense, may require an examination by a second healthcare provider designated by NMGA, if it reasonably doubts the medical certification initially provided. If the second health care providers' opinion conflicts with the original medical certification, NMGA, at its expense, may require a third, mutually agreeable, healthcare provider to conduct an examination and provide a final and binding opinion.

3. NMGA may require subsequent medical recertification. Failure to provide requested certification within 15 days, except in extraordinary circumstances, may result in the delay of further leave until it is provided.

(l) Reporting While on Leave. If an employee takes leave because of the employee's own serious health condition or to care for a covered relation, the employee must contact NMGA on the first and third Tuesday of each month regarding the status of the condition and his or her intention to return to work. In addition, the employee must give notice as soon as practicable (within 2 business days, if feasible) if the dates of the leave change, are extended, or were unknown initially.

(m) Exemption for Highly Compensated Employees. Highly compensated employees (i.e., highest-paid 10 percent of employees at NMGA) may not be returned to their former or equivalent position following a leave if restoration of employment will cause substantial economic injury to NMGA. (This fact-specific determination will be made by NMGA on a case-by-case basis.)

(n) Special Rules for Instructional Employees. Instructional employees are subject to certain limitations on FMLA leave coverage. An "instructional employee" includes teachers, instructional assistants, coaches and other employees whose duties principally involve the direct provision of instruction services to students. The following limitations on FMLA for instructional employees arise when leave is requested near the end of the semester or when intermittent leave is involved.

i. Leave near the end of a semester:

(A) If an instructional employee begins leave more than five weeks before the end of a semester, NMGA may require the employee to continue taking leave until the end of the semester if (i) the leave will last at least three weeks, and (ii) the employee would return to work during the three-week period before the end of the term.

(B) If the instructional employee begins leave during the five-week period before the end of a semester for an eligible reason other than his/her own serious illness, NMGA may require the employee to continue taking leave until the end of the semester if (i) the leave will last more than two weeks, AND (2) the employee would return to work during the two-week period before the end of the term.

(C) If the instructional employee begins leave during the three-week period before the end of a semester for an eligible reason other than his/her own serious illness, NMGA may require the employee to continue taking leave until the end of the semester if the leave will last more than five (5) working days.

ii. Intermittent Leave. If an instructional employee needs intermittent or reduced leave and the employee would be on leave for more than 20 percent of the total number of working days over the leave period, (e.g. five days in a four week period) the employer may require the employee to choose between the following:

(A) Taking a certain period of consecutive (full) days on leave, not greater than the duration of the employee's planned medical treatment, or

(B) Transferring temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits, and which better accommodates recurring periods of leave than does the employee's regular position.

iii. Counting FMLA days. If the employee is required to remain on leave until the end of a semester academic term, the employer may only designate as FMLA leave for the period of time the employee is actually unable to work, not the period of time after which he or she was ready and able to return to work but was asked by the employer to remain on leave.

H. Bereavement Leave: After a death in the immediate family of any employee, NMGA provides up to three (3) consecutive days of bereavement leave without loss of pay beginning with the date of death and ending with and/or including the day after the funeral or final services. For each bereavement day the employee was scheduled to work, an employee may receive pay in an amount equivalent to the number of hours the employee was scheduled to work that day, or if instructional personnel, number of days. An employee may be required to submit proof of death and/or funeral or services date. Immediate family includes current spouse, parent, step-parents, parent-in-law, step parent-in-law, grandparent, child, stepchild, grandchild, sibling, step-siblings, current domestic partner, child of domestic partner and any relative living in the household of the employee.

I. Leave for Jury Duty and Subpoena for Witness Service: If you are a regular employee, full-time or part-time, and are required by an order of court to serve as a juror, NMGA will pay you the difference between your jury duty pay and your regular straight-time pay for any schedule work time that you miss during the first two weeks of your jury duty. To be reimbursed, you must present a court voucher and proof of actual jury duty service.

To receive jury duty pay, employees must provide NMGA's Business Manager with a copy of the court order as soon as it has been received. An employee required to be available for jury duty, but not required to be in court, must report to work. Utilization of the court calling system, if available, is required in order to receive jury duty pay.

If you are served with a Subpoena for witness duty and the matter in which you are to testify is directly related to NMGA, e.g. NMGA student or employee matter, NMGA will pay you the difference between your witness fees, plus any mileage reimbursement, and your regular straight-time pay for any scheduled work time that you miss. To be reimbursed, you must present the subpoena and a copy of the witness fee payment voucher.

J. Professional Leave: May be granted at the discretion of the Director, upon request, for professional development, professional organizational activities, school-related professional activities, or other activities related to the employee's assignments.

K. Religious Leave: Leave may be granted, upon request, for observance of recognized religious events. Personal leave may be used or leave without pay will be granted. This leave may be granted for up to six (6) days per year.

L. Military Leave of Absence: If you are a full-time employee and are inducted into the U.S. Armed Forces, you will be eligible for reemployment after completing military service, provided:

- a. You show your orders to the Director as soon as you receive them.
- b. You satisfactorily complete active duty service of five (5) years or less.
- c. You enter the military service directly from your employment with

NMGA.

d. You apply for and are available for re-employment within ninety (90) days after discharge from active duty. If you are returning from up to six (6) months of active duty for training, you must apply within thirty (30) days after discharge.

M. Military Reserves or National Guard Leave of Absence: Employees who serve in the U.S. military organizations or state militia groups may take the necessary time off during the school year, with pay up to fifteen (15) days, to fulfill this obligation, and will retain all of their legal rights for continued employment under existing laws. These employees may apply accrued personal leave and unused earned vacation time to the leave if they wish; however, they are not obliged to do so. **You are expected to notify your supervisor as soon as you are aware of the dates you will be on duty so that arrangements can be made for replacement during this absence.**

N. Voting Leave: Will be granted to employees who are eligible voters and whose scheduled work day begins less than two hours after the polls open (before 9:00 a.m.) and ends less than three hours before the polls close (after 4:00 p.m.) If you qualify you will be granted for a maximum of two (2) hours with pay in order to vote in an election recognized under the law. Written requests for this leave must be submitted prior to the day of the election. The Director will schedule voting leave to ensure department work is covered.

O. Domestic Violence Leave:

1. The Law. Promoting Financial Independence for Victims of Domestic Abuse Act, NMSA 1978, §§ 50-4A-1 to 50-4A-8 went into effect July 1, 2009. Under the Act employers are required to give eligible employees "domestic abuse leave," which is defined as "intermittent paid or unpaid leave time for up to fourteen days in any calendar year... to obtain or attempt to obtain an order of protection or other judicial relief from domestic abuse or to meet with law enforcement officials, to consult with attorneys or district attorneys' victim advocates or to attend court proceedings related to the domestic abuse of an employee or an employee's family member." It is prohibited under the Act to retaliate against an employee who uses domestic abuse leave.

2. Notice. When domestic abuse leave is taken in an emergency, the employee or the employee's designee shall give notice to the employer within twenty-four (24) hours of commencing the domestic abuse leave. All information provided to employer under this provision shall remain confidential and employer may not disclose employee's information unless employee consents in writing or pursuant to a court or administrative agency order or as otherwise required by state or federal law.

The School will require verification of the need for domestic abuse leave, and, if so, an employee shall provide one of the following forms of verification through furnishing in a timely fashion:

(1) a police report indicating that the employee or a family member was a victim of domestic abuse;

(2) a copy of an order of protection or other court evidence produced in connection with an incident of domestic abuse, but the document does not constitute a waiver of confidentiality or privilege between the employee and the employee's advocate or attorney; or

(3) the written statement of an attorney representing the employee, a district attorney's victim advocate, a law enforcement official or a prosecuting attorney that the employee or employee's family member appeared or is scheduled to appear in court in connection with an incident of domestic abuse.

3. Benefits and Leave Accrual: Employee shall be required to use any unused sick leave, personal leave or annual leave during periods of domestic abuse leave, and thereafter any remaining leave shall be designated unpaid leave. Employee's health coverage and other benefits shall continue during domestic abuse leave. The School shall not include time taken for domestic abuse leave in calculating eligibility for benefits.

Required Appendix F

New Mexico Gateway Academy

DRAFT Discipline Policies

As of July 2015

SCHOOL POLICY ON DISCIPLINE

A primary responsibility of New Mexico Gateway Academy (NMGA) and its professional staff shall be to instill in students an appreciation of our representative form of government, the rights and responsibilities of the individual or group, and the legal processes whereby necessary changes are made. NMGA is a community and the rules and regulations of our school are the laws of our community. All members of our community are subject to NMGA rules, which carry corresponding obligations. The right to attend public school is not absolute. It is conditioned on each student's acceptance of the obligation to abide by the lawful rules of the school community until and unless the rules are changed through lawful processes. Teachers, administrators and other school employees also have rights and duties. Teachers are required by law to maintain a suitable environment for teaching in their classes and to assist in maintaining school order and discipline. The administration is responsible for maintaining and facilitating the educational program by ensuring an orderly, safe environment at NMGA. In discharging their duties, all school employees have the right to be free from intimidation or abuse by all community members, including students, parents, and visitors and to have their lawful requests and instructions followed.

AUTHORITY OF SCHOOL

New Mexico Gateway Academy has both the authority and the responsibility to ensure that suitable rules of student conduct and appropriate disciplinary processes are established for NMGA. With certain limits, NMGA's Governing Council has the discretion to develop such rules, policies and procedures as it deems appropriate.

GENERAL STATEMENT OF CITIZENSHIP

Being a member of a school is like being a part of a family or a nation. In order for everyone to get along and to have freedom, all must share certain duties. Rights (freedom) and responsibilities (duties) go hand in hand; the most important rights and responsibilities you have while a student at NMGA are as follows:

Have Respect - At school everyone works to make sure that you are safe and well and that your day will be pleasant. You must do your part by:

- Following directions
- Respecting the personal space of others
- Respecting the property of the school and of other people
- Exhibiting respectful behavior and language
- Practicing safety at all times
- Using school equipment and materials appropriately
- Putting forth your best effort
- Being thoughtful and attentive when listening

Free Speech - All students have the right to express themselves as long as it does not hurt others. If there is a school program, party, or play which your parents will not allow you to attend because of religious beliefs, let your teacher know in advance.

Knowing the Rules -The school has rules for all students which you must know and follow. If you break a rule, you will be treated fairly. You will be allowed to tell your side of the story to your teacher or someone in the office. Punishment may include talking with you, talking with

your parents or guardians, or more severe consequences depending on your behavior.

Learning in School - School will help you grow into a productive and successful adult. To do this, you must take part in all of your classes and other activities to the best of your ability. All school workers are there to help you do your best. If you have any questions or problems, ask for help. Students who bother others and make it hard for them to learn may be removed from the NMGA classroom.

People Who Are Different - Everyone is different in his or her own way. We should treat all people fairly, as we would like to be treated.

Attending the online school - You must attend school each day. When you are sick or have a family emergency, you must inform your homeroom teacher as to the reason for your absence and work with all teachers to make up progress lost during the absence.

DRESS CODE

Freedom of expression, good judgment, respect for others, and safety are the foundations of NMGA's approach towards student dress. Clothing and accessories must be safe and non-distracting or disruptive to the school activity, state testing, or an NMGA facility environment. Without limiting the generality of these principles, the following guidelines will be observed:

- Attire or accessories which advertise, display, or promote any drug, alcohol, tobacco, sexual activity, violence, disrespect, or bigotry towards any group are not acceptable
- Unacceptable clothing includes: sagging/bagging pants, midriff length tops, shorts/skirts shorter than finger-tip length, bare skin or underwear showing around the waist-line area.

Students may be asked to leave the school activity or NMGA facilities to obtain appropriate dress before being allowed to return. Repeated violations of the student dress guidelines may result in additional consequences at the sole discretion of the Director.

SPECIFIC PROHIBITED CONDUCT

The following conduct is prohibited at NMGA while in classes online and/or during state testing, school activities, and attendance at any NMGA facility and will result in disciplinary actions as described in this policy. NMGA gives notice that not all inappropriate student behavior can be identified and consequently there may be other circumstances that result in a student being disciplined for his or her conduct.

Cheating or plagiarism – means, for example, to take a test in a dishonest way, copying somebody's homework, or by improper access to answers on classroom assignments, tests or homework, copying work done by somebody else and claiming it to be your own.

Misconduct - Actions by students which are insubordinate or show disrespect for others or general misconduct which disrupts the learning situation.

Violation of Dress Code - Instances in which students deliberately defy the NMGA dress guidelines.

Public Display of Affection - mutually consensual sexual contact including, but not limited to, kissing, holding hands, intentional touching of the other person's genitals, groin, inner thigh, buttocks, or breasts, or clothing covering these areas.

Verbal Abuse or Profanity – Verbal abuse shall be interpreted to include any profane, obscene, vulgar, racial slur or slang or unnecessarily crude utterance, gesture, or display reflecting on an individual's gender, race, color, religion, ethnic or national origin, age, sexual orientation, social and family background, linguistic preference, or disability which has the purpose or effect of creating an intimidating, hostile or offensive educational environment. It shall not matter for disciplinary purposes whether it is directed toward the teacher, classmates, or merely done overtly.

Theft or Pilfering – Taking someone else's belongings without his/her permission, no matter how small. A student involved in the act of stealing or in possession of stolen property may face criminal charges along with other disciplinary actions by NMGA.

Student Possession of Tobacco on School Grounds - While at a school sponsored event, state testing, or any NMGA facility, students shall be prohibited at all times from smoking or having tobacco in any form in their possession. Punishment shall include definite corrective action.

Vandalism and Tampering - Any abuse of school or private property shall be considered vandalism. The parent or guardian shall be requested to meet with the school officials to make arrangements to pay for the damage caused by the student. Criminal charges may be filed along with other disciplinary actions by NMGA.

Violent Behavior - Acts of assault, violence, intimidation, fighting, or extreme antagonism toward other persons shall immediately be reported to the Director or his/her designee. Criminal charges may also be filed along with other disciplinary actions by NMGA. See Consequences section below.

Gang Related Activities – Means for example; wearing clothing, displaying paraphernalia, and altering one's appearance, the display of gang signs, symbols, monikers or signals, that signifies or exhibits an individual's affiliation with, or representation of, a gang. Also included is recruitment, harassment, intimidation, posturing, bullying, tagging or marking, assault, battery, theft, trespassing, or extortion, or criminal activity performed by an individual affiliated with, or on behalf of, a gang. Gang affiliation and/or intent can be implied from the character of the individual's acts as well as the circumstances surrounding the misconduct.

Threats - Serious threats made by a student against the life of another student, teacher or other school personnel shall immediately be reported to the Director or his/her designee. The Director may at his/her discretion, under the circumstances, inform the person to whom the threat was directed of the situation. Appropriate authorities may be called. See Consequences section below.

False Accusations - Accusations or charges made by a student against a teacher, administrator, or other school personnel shall be reported to the Director or designee, who shall conduct a complete investigation of the accusations or charges made by the student. Any student found to

have intentionally made false accusations or charges that jeopardize the professional reputation, employment, or professional certification of a teacher, administrator or other school personnel, shall be subject to disciplinary action for a serious breach of conduct.

Failure to Report Serious Offenses – Students who are aware of serious offenses, which include, but are not limited to, the possession of weapons, firearms, and drugs, must report that information to a teacher or the Director at their earliest opportunity. Failure to report serious offenses may be cause for disciplinary action.

Bullying and/or Harassment – If, upon investigation, a student has been found to have committed an act(s) of bullying and/or harassment, the student may be suspended or recommended for expulsion. Criminal charges may also be filed if warranted. See Bullying and Cyber Bullying Sections below.

Possession of Dangerous or Disruptive Items - Any item in the possession of, or being used by, a student which disrupts the school sponsored event, state testing, or NMGA facility, defaces school property, or in any way endangers the safety of himself/herself or others shall be taken by school personnel and held until proper disposition of the item(s) can be made. School personnel will not destroy such items. Students who refuse to cooperate shall be reported to the Director for further action. Possession or use of a dangerous or disruptive item while on school property or in attendance at a school function may be grounds for suspension and/or expulsion and referral to proper law enforcement agencies.

*Weapons*¹ - NMGA prohibits students from possessing, storing, making, carrying, concealing in a backpack or on their persons, or using a weapon or other devices designed to inflict serious bodily harm in any setting that is under the control and supervision of NMGA. This includes school activities, property leased, owned, or contracted for by NMGA, and school-sponsored events. The term “weapon” includes a firearm, destructive device, knife/cutting instrument, and other weapons as defined herein.

- *A firearm* is any device which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun.
- *Weapon* includes firearms of any kind (operable or inoperable, loaded or unloaded, commercial or homemade); including but not limited to hand, zip, pistol, rifle, shot gun, starter gun, flare gun, or tear gas gun.
- *A destructive device* is any bomb, grenade, mine rocket, missile, pipe bomb, or similar device containing some type of explosive that is designed to explode and is capable of causing bodily harm or property damage.
- *Knife/Cutting Instrument* includes, but is not limited to, dagger, dirk, stiletto, shank, knife, razor, box cutter, or x-acto knife.
- *Other weapons* means the possession or intention of using any instrument or object to inflict harm on another person, or to intimidate any person, including, but not limited to

¹ Exception: Items pre-approved in writing by the Director as part of a class or individual presentation or a theatrical prop used under adult supervision, if used for the purpose and in the manner approved, would be an exception to this policy; working firearms and any ammunition will never be approved as part of a presentation.

chains (even if not being used for the purpose for which it was normally intended and capable of harming an individual), pipe (any length or metal not being used for the purpose it was normally intended), pointed instruments (including pencils, pens), nunchaku, brass knuckles, Chinese stars, billy-clubs, bludgeons, slingshots, portable devices or weapons directing electrical current (stun guns), impulse, wave, beam or chemicals, BB pellets, CO² firing devices, or dart guns, bows, explosives, or propellants. Any other dangerous or deadly weapon.

Per statute, Section 22-5-4.7 N.M.S.A. 1978, any student who is determined to have knowingly brought a weapon to school may be expelled for a period of not less than one year; however, the Governing Council may modify the expulsion requirement on a case-by-case basis.

Students must immediately report knowledge of weapons and threats of violence by students and staff to the Director. Failure to report such knowledge may subject the student to immediate suspension and potential expulsion from school. The Director shall immediately report to the appropriate law enforcement agency if a dangerous weapon is found or is suspected to be in the possession of a School employee or a visitor.

Possession, Sale and/or Use of Alcoholic Beverages, Narcotics, Illegal Drugs, and/or Prohibited Substances - NMGA prohibits students from using, possessing, distributing or trafficking tobacco, alcohol, and/or illegal drugs on school property, at school, or at school-sponsored activities. Students, while on school property or attending a school-sponsored activity, who use, possess, distribute, or sell tobacco, alcohol, and/or other drugs or related paraphernalia shall be subject to intervention, discipline, suspension, expulsion, and/or other appropriate alternatives.

Extortion – Is the act of a person who blackmails or otherwise threatens another student for the payment of money of any sum or other consideration.

Bomb Threats or Terroristic Threats and Throwing Explosives or Noxious Substances – means making threats, placing, discharging, or throwing a destructive explosive item or noxious substance, or making a terroristic threat while in or on NMGA property, or on school-sponsored transportation, or during school-sponsored activities.

Arson – Means setting fire to school property or while involved in a school activity either as a prank or deliberately to do damage to the property.

Inciting Others or Disruptions – The act of encouraging or helping a student to cause a riot, disrupt school activities, or to be absent or otherwise violate school rules, or who disrupts or interferes with the lawful administration or functions of the school activities.

Assault or Battery on School District Personnel – Causing bodily harm or threatening to cause bodily to a school official or a teacher.

CYBER BULLYING

Cyber bullying is defined as a situation when a student is repeatedly harassed, humiliated, threatened, and intimidated, or otherwise targeted by another person through the use of digital

technologies, including but not limited to, instant and text messaging, email, blogs, social websites (e.g., MySpace, Facebook), and chat rooms, therefore affecting the student's learning environment.

NMGA is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. NMGA encourages the promotion of positive interpersonal relations among members of the school community. Aggressive behavior toward a student, whether by other students, staff, or third parties using social networking technologies is strictly prohibited and will not be tolerated. NMGA will not tolerate any gestures, comments, threats, or actions, which cause or threaten to cause bodily harm or personal degradation using these social networking technologies. This policy applies to all activities at NMGA, including activities on school property or while in route to or from school-sponsored activities and during any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, where an employee is engaged in school business, or, if occurring off school property, if the activity disrupts the school environment or another student's access to a safe and healthy school environment.

SEARCH AND SEIZURE

Search of Property - NMGA recognizes that the privacy of students or their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion or in an unreasonable manner. These searches are intended to be minimally intrusive such as emptying pockets, cubby backpacks, purses, removal of hats, socks, and shoes and may be conducted by the Director or site coordinator. School authorities are charged with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search the person or property of a student, with or without the student's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of school rules. The extent of the search will be governed by the seriousness of the alleged infraction and the student's age. This authorization to search shall also apply at NMGA's facility, during any school-sponsored activity or state testing.

Search of Person - Unless there is an immediate threat of health or safety of the student or others, parents/guardians of the student will be called prior to any search of a student's person. Search of a student's person shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and only in exceptional circumstances – that is when the health or safety of the student or of others is immediately threatened. Except as provided below, a request for the search of a student or a student's possessions will be directed to the Director or site coordinator who shall seek the freely offered consent of the student to the inspection. Search of a student's person, will involve, at most, a "pat down" of the student's outer clothing. Whenever possible, search of a student's person will be conducted by the Director or site coordinator in the presence of the student's parent and a staff member other than the Director/site coordinator. A search prompted by the reasonable suspicion that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property. In no event shall a NMGA student be subjected to a "strip search."

Seizure of items - Illegal items, legal items which threaten the safety or security of others, and

items which are used to disrupt or interfere with the educational process may be seized by authorized persons. Seized items shall be released to appropriate authorities or a student's parent or returned to the student when and if the administrative authority deems appropriate.

Notification of law enforcement authorities - The Director shall have discretion to notify the district attorney or other law enforcement officers to conduct the search when possession of an illegal substance or item is suspected. If the school conducts the search and it discloses illegally possessed contraband material or evidence of some other crime or delinquent act, local law enforcement will be called.

Record Keeping - The Director shall promptly make a record of each search of a student's property or person and include the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found; and the disposition made of them. The Director shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

VIOLENT OR AGGRESSIVE BEHAVIOR

Defined - Violent or aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. This type of behavior is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing.

Duty to Report - Any student who believes he/she has been or is the victim of aggressive behavior should immediately report his/her concerns to a teacher or counselor who will be responsible for notifying the Director. Complaints against the Director should be filed with the counselor or the Governing Council President. Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports may be made to those identified above.

CLASSROOM RULES

Individual classrooms have additional rules and consequences that will be reviewed with your student by the classroom teacher.

CONSEQUENCES

Students have certain rights, but also have the responsibility to respect the rights and property of others. If a student fails to do this, disciplinary action will follow. Disciplinary consequences may be imposed by the Director, in addition to consequences developed by the classroom teacher, for violations of school rules. The Director has the right to impose discipline in his/her reasonable discretion, in accordance with the circumstances presented. Some of the potential consequences include:

- *Director referral* - Students who choose to disobey rules will be contacted by the Director to discuss the behavior. An Incident Report will be sent to the parent/guardian

via mail. The parents are to acknowledge the report by replying to the email within 2 school days. Depending upon the infraction, an additional consequence may be applied at the Director's discretion.

- *Parent meeting* - When deemed necessary by the Director, or when a student receives his/her 3rd referral, parents will be contacted by the Director so that arrangements may be made for the student to meet with the Director, classroom teacher, his/her parents/guardians and any other appropriate staff to discuss the referrals and develop a plan/contract.
- *Student Assistance Team* - Additional referrals will result in a referral to the Student Assistance Team to discuss other possible interventions such as a behavior management program, a mentorship, screenings or evaluations, or other disciplinary action deemed appropriate by administration.

A progressive discipline continuum provides consequences that range from a warning to suspension or expulsion.

DETENTIONS, SUSPENSION, AND EXPULSION

NMGA, along with the cooperation of the student and his/her parent/guardian, seeks to avoid having to impose any stronger measures of discipline than contemplated in the above section (director referral, parent meeting, and/or student assistance team). However, when prior efforts to correct behavior are unsuccessful or if the situation warrants, NMGA may choose to impose detentions, suspension and/or pursue expulsion.

DUE PROCESS/REFERRALS

Due Process - In disciplinary cases, each student is entitled to due process. This means students:

- Will be informed of accusations against them
- Will have the opportunity to accept or deny the accusations
- Will have explained to them the factual basis for the accusations
- Will have a chance to respond to the facts presented against them.

The extent of the due process required will depend upon the severity of the infraction and the related consequence.

Referrals - All discipline referrals submitted to the Director/designee will begin with a conference with the student. In the case of suspensions/expulsions, parents will be notified of consequences by a personal phone call accompanied by a written referral form. If attempts to notify parents by telephone are unsuccessful, parents will be notified by written referral form only. Parent involvement is an important part of the discipline at all levels.

SHORT TERM SUSPENSIONS

A short-term suspension is a mandatory absence from school for a period of 10 days or less. If the Director decides that the alleged misconduct warrants a consequence of a suspension for 10 days or less, the Director shall give the student an informal due process hearing and shall examine all the pertinent facts to determine whether or not a violation did occur. The student shall be afforded due process rights including the opportunity to present to the Director/designee his or her defense or position concerning the alleged violation. After the

conclusion of the investigation, the Director/designee, based on all facts and information learned, shall determine if the student committed a conduct violation. If the student is found to have committed a violation, a consequence or suspension may be imposed for a period of time not to exceed 10 days. If a suspension is imposed, the Director/designee imposing the suspension shall keep a record of the aforesaid proceedings. A parent may request an administrative review of the discipline data and decision to suspend. Homework can be provided at the request of the parent. There is no level of appeal higher than the Director for a suspension of 10 days or less.

LONG TERM SUSPENSION/EXPULSION

A long term suspension is a mandatory absence from school for a period exceeding 10 days and up to the balance of the school year. If the Director/designee decides that the alleged misconduct is sufficiently serious so that the consequence should be a suspension in excess of 10 days or expulsion, the accused student shall be afforded his or her due process rights. There shall be an investigation to determine if there is sufficient probable cause to charge the student with an act of misconduct, which may result in a suspension in excess of 10 days or an expulsion. When a student is charged by the Director/designee with misconduct which may result in long-term suspension or expulsion, the parent(s) or guardian of the student shall be informed within a reasonable time period by telephone or letter of the charges against the student.

PROCEDURES FOR LONG TERM SUSPENSION/EXPULSION

The long-term suspension shall be in accord with 6.11.2.12 NMAC. The ability to make up work for credit during long - term suspension is at the discretion of the hearing officer or the Governing Council and will only be allowed in exceptional circumstances.

Notice - If the Director believes that a long-term suspension may be warranted as a result of alleged misconduct of a student, the Director will notify the parent(s) in writing of the grounds for the proposed suspension and the date, time, and location of the suspension hearing. Notice will be given by certified mail return receipt or by personal delivery addressed to the student and his/her parents/guardians. The notice shall contain:

- The time, date and place of the hearing
- The name of the hearing officer
- A description of the alleged misconduct, the standard of student conduct allegedly violated, and the proposed discipline
- A copy of 6.11.2 NMAC, “Students Rights and Responsibilities”
- A clear statement that the hearing will take place as scheduled unless the hearing officer grants a delay or the student and parent agree to waive the hearing and comply voluntarily with the proposed disciplinary action or with a negotiated penalty, and a clear and conspicuous warning that a failure to appear will not delay the hearing and may lead to the imposition of the proposed penalty by default. Note: Expulsion hearings may not be waived.
- A statement that notice must be given to the Director at least 72 (seventy-two) hours before the hearing if the student or his parent(s) will have an attorney present.
- Contact information for a person from whom the parent may request a delay or additional information, and
- A description of the hearing proceedings.

Hearing Officer – Suspension and Expulsion hearings will be conducted by an independent hearing officer.

Time of Hearing – The hearing shall not be any sooner than five (5) nor later than 10 (ten) school days from the date the notice was received. The hearing officer shall have the discretion to extend the time for hearing, however, if the delay extends beyond 10 (ten) school days, the student shall be returned to school pending the outcome of the hearing.

Decision – The hearing officer may announce a decision at the close of any hearing. The hearing officer shall also prepare a written decision, including concise reasons for the decision and the penalty to be imposed, if any, and mail or deliver it to the Director and the student through the parent, within five (5) working days after the review is concluded.

LONG-TERM SUSPENSION/EXPULSION APPEAL

A student aggrieved by the hearing officer's decision has the right to have the decision reviewed if the penalty imposed was at least as severe as a long-term suspension or expulsion, an in-school suspension exceeding one school semester, or a denial or restriction of student privileges for one semester or longer. The appeal shall be to the Governing Council or its designee. The Governing Council may grant a right of review for less severe penalties. A student request for review must be submitted to the Governing Council President within ten (10) school days after the student is informed of the hearing officer's decision.

Conduct of review - The Governing Council shall have discretion to modify the hearing officer's decision by imposing any lesser sanction deemed appropriate. The Governing Council shall be bound by the hearing authority's factual determinations unless the student persuades the Governing Council that a finding of fact was arbitrary, capricious, or unsupported by substantial evidence or that new evidence which has come to light since the hearing and which could not, with reasonable diligence, have been discovered in time for the hearing would manifestly change the factual determination. Upon any such finding, the Governing Council shall have discretion to receive new evidence, reconsider evidence introduced at the hearing, or conduct a new hearing. In the absence of any such finding, the review shall be limited to an inquiry into the appropriateness of the penalty imposed.

Form of review - The Governing Council shall have discretion to conduct a review on the written record of the hearing and decision in the case, to limit new submissions by the aggrieved student and school authorities to written materials, or to grant a conference or hearing at which the student and his or her representative and school authorities may present their respective views in person.

Timing of review - Except in extraordinary circumstances, a review shall be concluded no later than fifteen (15) working days after a student's written request for review is received by the appropriate administrative authority.

Decision - The Governing Council may announce a decision at the close of any conference or hearing held on review. In any event, the Governing Council shall prepare a written decision, including concise reasons, and mail or deliver it to the Director, the hearing authority, and the

student through the parent, within ten (10) working days after the review is concluded.

Effect of decision - The Governing Council's decision shall be the final administrative action to which a student is entitled.

NMPED Compliance – The process followed by NMGA shall conform to 6.11.2.12 NMAC and, to the extent any provision of this section conflicts with the NMPED regulation, the regulation shall govern.

CLASSROOM CONTROL/CORPORAL PUNISHMENT

A teacher or other member of the certificated staff shall assume such authority for the control of students who are assigned to him/her by the Director or designee and shall keep good order in the classroom. To that end, each classroom teacher may establish classroom rules that each student must follow. The use of corporal punishment is *prohibited in New Mexico public schools*. Alternative disciplinary procedures, which may include peer review or other forms of positive reinforcement should be used to bring about appropriate student classroom behavior.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Students with disabilities are subject to school disciplinary processes. They are also not entitled to remain in a particular educational program when their behavior substantially impairs the education of other students in the program. However, per state law and regulations (6.11.2.11 NMAC) NMGA will meet the individual educational needs of students with disabilities as described by their IEP.

Long-Term Suspensions or Expulsions – Discipline of students with disabilities shall be governed by the procedures set forth in Section 6.11.2.11 NMAC.

Temporary Suspension - Temporary Suspension of students with disabilities may be imposed in accordance with the normal procedures prescribed in Subsection D of Section 6.11.2.12 NMAC, provided that the student is returned to the same educational placement after the temporary suspension and unless a temporary suspension is prohibited under the provisions of Subsection G, Paragraph (3) of 6.11.2.10 NMAC.

Program Prescriptions – The IEP of a student with a disability need not affirmatively authorize disciplinary actions which are not otherwise in conflict with the regulation. However, the IEP Committee may prescribe or prohibit specified disciplinary measures for an individual student with a disability by including appropriate provisions in the student's IEP. Administrative authorities shall adhere to any such provisions contained in a student with a disability's IEP, except that an IEP Committee may not prohibit the initiation of proceedings for long-term suspension or expulsion which are conducted in accordance with this regulation.

Immediate Removal - Immediate removal of a student with disabilities may be done when a student brings a weapon to school or a school function; or knowingly possesses or uses illegal drugs or has sold or solicited the sale of a controlled substance while at school or a school function.

BULLYING PROHIBITION POLICY

NMGA believes that providing an educational environment for all students, employees,

volunteers, and families, free from harassment, intimidation, or bullying supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination and abuse. The safety and well-being of all students is of primary importance. NMGA does not permit and will prevent and respond to acts of bullying, intimidation, violence, and other similar disruptive behavior. In accordance with New Mexico requirements, NMGA will provide an anti-bullying training program at least annually for all students and employees.

Definitions:

- *Bullying* - Bullying is any written, verbal expression, physical act or gesture, or pattern of such that causes a student(s) to feel distressed or intimidated and which substantially interferes with another student(s) education, opportunities, or performance in the online school, at any NMGA facility, in school vehicles, or at school activities or sanctioned events.
- *Harassment* - Bullying includes harassment which is knowingly pursuing a pattern of conduct that is intended to annoy, alarm, or terrorize another person. (Harassment based on race, sex, ethnicity, national origin, religion, disability, age, or sexual orientation is addressed below under “Anti-Discrimination and Harassment Policy”).
- *Hazing* - Bullying also includes “hazing” which is defined as committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for that student to be initiated into or affiliated with a student organization, or for any other purpose.
- *Cyber stalking* - means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
- *Cyber bullying* - is defined as a situation when a student is repeatedly harassed, humiliated, threatened, and intimidated, or otherwise targeted by another person through the use of digital technologies, including, but not limited to, instant and text messaging, email, blogs, social websites (e.g., Facebook), and chat rooms, therefore, affecting the student’s learning environment.

Examples: Actions that will be viewed as “bullying” include, but are not limited to:

- Repeated teasing, use of sarcasm or malicious jokes;
- Name-calling, belittling comments;
- Nonverbal behavior such as gestures, or graphic written statements;
- Conduct that is physically threatening, harmful, intimidating or humiliating;
- Inappropriate physical restraint; and
- Cyber bullying and Cyber stalking as defined above.

Reporting and Complaints - Students and parents may file verbal or written complaints concerning suspected bullying behavior to school personnel and administrators. Students, parents and/or staff should use the following guidelines when reporting bullying:

- Any student who believes he/she has been the victim of harassment, intimidation, bullying, or hazing by a student or school personnel, or any person with knowledge or belief of such conduct that may constitute harassment, intimidation, bullying, or hazing toward a student should immediately report the alleged acts.

- The report may be made to any staff member including a teacher or the Director. If the complaint is made by a student to a staff member, he or she will assist the student in reporting to the Director.
- Teachers and other school staff who witness acts of bullying or receive student reports of bullying are required to promptly notify the Director. Reports should be made in writing using the Bullying Complaint Form. A copy of this form is provided at the end of this policy. The Bullying Complaint Form should be submitted to the Director.

If a student makes a verbal report to a teacher, the teacher should complete the form or take the student to the Director where a form will be completed on the student's behalf.

Investigation – The School Director or designee will accept and promptly investigate all reports of intimidation, harassment, or bullying. The administrator will make every effort to inform the parents/guardians of the victim and the accused of any report of harassment, intimidation, bullying, or hazing prior to the investigation taking place. NMGA administration may take immediate steps to protect the complainant, students, teachers, administrators, or other school personnel pending the completion of an investigation.

Process - The investigation shall consist of personal interviews with the complainant, the individual(s) against whom the complaint was filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods or documents deemed relevant by the investigator.

Confidentiality - The right to confidentiality, both of the complainant and the accused, shall be preserved consistent with applicable laws and to the extent possible. However, NMGA cannot guarantee absolute confidentiality, because it may be necessary to discuss the complaint with others who are witnesses or who may have information about the complaint.

Outcome - The investigation shall be completed as soon as possible. The Director (or investigator) shall make a written report concerning the bullying. In determining whether the alleged conduct constitutes bullying, the totality of the circumstances, the nature of the conduct, the student's history, and the context in which the alleged conduct occurred will be investigated. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. A copy of the completed report will be maintained by the Director. To the extent permitted under the Family Educational Rights and Privacy Act (FERPA) (to protect the privacy of the student alleged to have committed the bullying), the Director will notify the parent or guardian making the complaint of the outcome of the investigation. The Director or designee shall notify the parent or guardian about a determination that their student has committed a verified act of bullying and the consequences for the student's actions.

Consequences - Verified acts of bullying shall result in intervention by the Director or his/her designee that is intended to ensure that the prohibition against bullying behavior is enforced. While conduct that rises to the level of "bullying" as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, expulsion, or other consequences to be determined) is a matter for the professional discretion of the Director.

Certainly, repeated offenses will warrant increasingly severe consequences, up to and including expulsion.

Consequences for Knowingly Making False Reports - False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Retaliation - Retaliation against an individual who either orally reports or files a written complaint regarding harassment, intimidation, bullying, or hazing or who participates in or cooperates with an investigation is prohibited.

Anti-Bullying included in Health Education Curriculum - Health Education is the instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease, and reduce health related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. It meets the content standards with benchmarks and performance standards as set forth in 6.26.6 NMAC. Bullying behavior is mentioned specifically in many areas of the Health Education performance standards, in all grade levels. All students need to be aware of bullying behavior throughout their school years. It is imperative that students are comfortable with understanding, describing, and recognizing bullying behaviors, and then in the later grades being able to analyze those behaviors and role play refusal skills. Our curriculum does recognize the importance of bullying prevention skills in all grade levels.

New Mexico Gateway Academy
Bullying Complaint Form

STUDENT INFORMATION		
Name		ID#
Grade	Phone Number	Home Address
COMPLAINT FILED AGAINST:		
Name		Grade (or position if not a student)
Name		Grade (or position if not a student)
INCIDENT INFORMATION:		
Date		Time
Location		
Is this the first time this has happened? YES NO		
Is this the first time you are reporting this? YES NO		
DESCRIPTION- PROVIDE AS MUCH DETAIL AS POSSIBLE		
<div style="text-align: center; font-size: 48px; opacity: 0.2; transform: rotate(-30deg); pointer-events: none;">DRAFT</div>		
WITNESSES (IF APPLICABLE)		
Name	Grade/position	Phone number
Name	Grade/position	Phone number
Name	Grade/position	Phone number
REPORT INFORMATION		
Today's Date		
Did anyone help you fill out this form? YES NO If yes, who?		
OFFICE INFORMATION		
Who received this complaint form?		
Position		
Date Received		

Required Appendix G

APPENDIX G

NEW MEXICO GATEWAY ACADEMY DRAFT CONFLICT OF INTEREST POLICY

ARTICLE I **PURPOSE**

The purpose of the conflict of interest policy is to protect New Mexico Gateway Academy (NMGA), a New Mexico public charter school, when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a member of the school's Governing Council or an employee of NMGA, or that might result in a possible benefit to a related entity or person. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to charter school governing councils, public schools or their employees.

ARTICLE II **DEFINITIONS**

1. Conflict of Interest. A conflict arises when a Governing Council member, employee, any member of his or her immediate family, or his or her domestic partner, has a financial or familial relationship in or with a person, firm, or company that has been selected by NMGA to receive a contract or lease for goods, services, or real property.

2. Interested Person - Any Governing Council member or NMGA employee who has a direct or indirect financial interest, as defined below, is an interested person.

3. Financial Interest - A person has a financial interest if the person would /does have directly, or indirectly, through business, investment, or family:

(a) have an ownership or investment interest in any entity or third party with which NMGA has a transaction or arrangement;

(b) have a compensation arrangement with NMGA or with any entity or individual with which NMGA has a related transaction or arrangement with NMGA, or

(c) have a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which NMGA is negotiating a transaction or arrangement;

(d) hold office, serves on the board, participates in management, or is otherwise employed with any third party dealing with NMGA; or

(e) receive personal gifts, loans or other financial benefits from third parties dealing with NMGA

4. Family Members - Spouses, fathers, fathers-in-law, mothers, mothers-in-law, brothers, brothers-in-law, sisters, sisters-in-law, sons, sons-in-law, daughters, or daughters-in-law are considered to be family members for purposes of this policy.

5. Compensation - Compensation includes direct and indirect payment, financial benefit or remuneration as well as gifts or favors.

ARTICLE III

PROHIBITED TRANSACTIONS

1. Employment of Governing Council Members. Governing Council members and/or their family members may not be employed by NMGA and may not contract with it to provide goods or services for compensation except as provided for pursuant to Article IV. Members, may be reimbursed, however, in accordance with the New Mexico Per Diem and Mileage Act for reasonable expenses incurred (such as travel and training) and which have been given appropriate approval.

2. Participation in Governing Council Action. Governing Council members shall not participate in the selection, award, or administration of any contract, if the NMGA Governing Council determines that a real or apparent conflict of interest exists.

3. Employment of Director's Family Members. The NMGA Director shall not initially employ or approve the initial employment in any capacity of a person who is the spouse, father, father-in-law, mother, mother-in-law, brother, brother-in-law, sister, sister-in-law, son, son-in-law, daughter, or daughter-in-law of a member of the Governing Council or the Director. However, after due consideration, the Governing Council may waive the nepotism rule for family members of the Director.

4. Gifts and Favors. Governing Council members and employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, or parties to sub-agreements.

5. Employee Prohibit Sales. Employees may not, directly or indirectly, sell or be a party to any transaction to sell any instructional material, furniture, equipment, insurance, school supplies or work under contract to NMGA. It is not a conflict of interest, however, for employees to contract to perform special services with NMGA during time periods wherein service is not required under a contract for instruction, administration, or other employment.

6. Confidential Information. Governing Council members and employees shall not use confidential information acquired by virtue of their association with NMGA for their individual or another's personal gain.

7. Use of School Property. Governing Council members or employees shall not use NMGA time, personnel, equipment, supplies, or good will for other than for NMGA approved activities, programs, and purposes.

ARTICLE IV

PROCEDURES

1. Duty defined. In connection with any actual or potential conflict of interest, a Governing Council member or employee has a duty to and must disclose the nature of the particular interest. The member or employee will be given the opportunity to disclose all material facts to the Governing Council in an open session (if interested person is a Governing Council member) or to the Director (if interested person is an employee).

2. Determination of Conflict – Governing Council Member. With respect to matters before the Governing Council the following process shall be used when determining whether a conflict of interest exists:

(a) The Governing Council member shall disclose in writing the real or potential conflict of interest concerning a pending transaction or matter before the Governing Council to

the President of the Governing Council or if the President is the one with the conflict, then to the Vice President.

(b) The matter shall be brought to the attention of the entire Governing Council during a duly noticed public meeting.

(c) The member with the conflict of interest shall be excluded from the discussion and the vote on whether there is a real or apparent conflict of interest with regard to the pending transaction or matter.

(d) If the Governing Council determines that there is a real or apparent conflict of interest the Governing Council member with the conflict of interest shall leave the meeting during discussion and vote on the pending transaction or matter.

(e) The Governing Council, when voting on a pending transaction or matter in which it has established that a real or apparent conflict of interest exists, prior to voting on the pending matter or transaction, must consider:

(i) whether the pending transaction or matter violates any of the prohibited acts set forth in Article III;

(ii) whether the pending transaction or matter to be considered was solicited by a competitive bid, comparable valuations, or other process required by the New Mexico Procurement Code or other governing procurement rules; and

(iii) whether the pending transaction or matter, if approved, would be in the best interests of NMGA.

3. Determination of Conflict – Employee. With respect to matters affecting employees, the Director shall use the following process when determining whether a conflict of interest exists:

(a) The employee must disclose in writing the real or potential conflict of interest concerning a pending transaction or matter to the Director. Consideration of whether a conflict exists must be presented to the Governing Council by the Director and the procedure outlined in IV. 3. (b-e) shall be followed.

(b) The Director shall make a written determination explaining why he/she determined that there was/was not a conflict of interest.

(c) If the Director determines there is an actual or apparent conflict of interest, prior to approving the transaction or pending matter, the Director shall consider:

(i) whether the pending transaction or matter violates any of the prohibited acts set forth in Article III;

(ii) whether the transaction to be considered was solicited by a competitive bid, comparable valuations, or other process required by the New Mexico Procurement Code or other governing procurement rules; and

(iii) whether the pending transaction or matter, if approved, would be just, fair, and in the best interests of NMGA.

(d) The employee will have the opportunity to discuss the Director's determination of whether a conflict of interest exists and the consequences of the Director's determination. If the employee is not satisfied with the Director's determination, he/she may use the employee grievance process.

(e) The Director shall advise the Governing Council of any actual conflict of interest of an employee in matters or transactions relating to NMGA business.

4. Violations of the Conflict of Interest Policy.

(a) Governing Council Members. If the Governing Council has reasonable cause to believe that a member failed to disclose actual or possible conflicts of interest, the President of the Governing Council shall inform the member of the basis for such belief and afford the individual the opportunity to explain the alleged failure to disclose. All such discussions shall take place in an open meeting.

(b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Governing Council determines that the member failed to disclose an actual or possible conflict of interest, the Governing Council shall take appropriate disciplinary and corrective action, which may include removal from the Governing Council and such other actions required by law.

(c) Employees. If the Director has reasonable cause to believe that an employee has failed to disclose actual or possible conflicts of interest, the Director shall inform the person of the basis for such belief and afford the person an opportunity to explain the alleged failure to disclose.

(d) If, after hearing the employee's response and after making further investigation as warranted by the circumstances, the Director determines the person has failed to disclose an actual or possible conflict of interest, the Director shall take appropriate disciplinary and corrective action, which may include discharge, termination and such other actions required by law.

ARTICLE V **RECORDS OF PROCEEDINGS**

1. Governing Council. The minutes of the Governing Council shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a personal or financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Governing Council's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the matter, transaction or arrangement, the content of the discussion, including any alternatives to the proposed matter, transaction or arrangement, and a record of any votes taken in connection with the proceedings.

2. Employees. The Director shall ensure that appropriate documentation of the employee's request and the ultimate determination are retained by NMGA.

ARTICLE VI **ANNUAL DISCLOSURE STATEMENTS**

Every employee and Governing Council member shall annually sign a statement which affirms such person:

- Has received a copy of the conflict of interest policy
- Has read and understands the policy, and
- Has agreed to comply with the policy.

ARTICLE VI
INTERPRETATION OF THIS STATEMENT OF POLICY.

Conflicts might arise in other areas or through other relations not specifically described in this policy. It is assumed that the Governing Council members and employees will recognize such areas and relation by analogy. The fact that one of the interests described in this policy exists does not necessarily mean that a conflict exists, or that the conflict, if it exists, is material enough to be of practical importance, or if material, that upon full disclosure of all relevant facts and circumstances, it is necessarily adverse to the interests of NMGA. However, it is the policy of the NMGA Governing Council that the existence of any of the interests described in this policy shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the Governing Council, its members and NMGA employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

ADOPTED _____
(date)

NMGA CHARTER SCHOOL – GOVERNING COUNCIL

_____, President _____, Secretary

**NEW MEXICO GATEWAY ACADEMY
DRAFT
CONFLICT OF INTEREST DISCLOSURE STATEMENT**

Preliminary note: In order to be more comprehensive, this statement of disclosure/questionnaire also requires you to provide information with respect to certain parties that are related to you. These persons are termed “affiliated persons” and include the following:

- Spouses, fathers, fathers-in-law, mothers, mothers-in-law, brothers, brothers-in-law, sisters, sisters-in-law, sons, sons-in-law, daughters, daughters-in-law, other relatives by blood or marriage, or domestic partners;
- Any corporation or organization of which you; are a board member, an officer, a partner, participate in management of, are employed by, contract with, or are directly or indirectly, a debt holder or the beneficial owner of any class of equity securities; or
- Any trust or other estate in which you have a substantial beneficial interest or as to which you serve as a trustee or in a similar capacity.

1. Name of employee or Governing Council member:

(print)

2. Capacity: Governing Council member Governing Council committee member
Director Business Manager staff member _____

(position)

3. Have you or any of your affiliated persons provided services or property to New Mexico Gateway Academy in the past year? YES NO

If yes, please describe the nature of the services or property and if an affiliated person is involved, the identity of the affiliated persons and your relationship with that person:

(attached additional pages, if necessary)

4. Please indicate whether you or any of your affiliated persons had any direct or indirect interest in any business transaction(s) in the past year to which New Mexico Gateway Academy was or is a party. (e.g. vendor contracts, equipment or real property leases, etc.)
YES NO

If yes, describe the transaction(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

(attached additional pages, if necessary)

5. In the past year, did you or any of your affiliated persons receive, or become entitled to receive, directly or indirectly, any personal benefits from New Mexico Gateway Academy or as a result of your relationship with New Mexico Gateway Academy any benefits that in the aggregate could be valued in excess of \$1,000, that were not or will not be compensation directly related to your duties to New Mexico Gateway Academy? YES NO

If yes, please describe the benefit(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

(attached additional pages, if necessary)

6. Are you or any of your affiliated persons a party to or have an interest in any pending legal proceedings involving New Mexico Gateway Academy? YES NO

If yes, please describe the proceeding(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

(attached additional pages, if necessary)

7. Are you aware of any other events, transactions, arrangements, or other situations that have occurred or may occur in the future that you believe should be examined by the New Mexico Gateway Academy Governing Council in accordance with the terms and intent of New Mexico Gateway Academy's Conflict of Interest Policy? YES NO

If yes, please describe the situation(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

(attached additional pages, if necessary)

I, _____, hereby confirm that I have read and understand New Mexico Gateway Academy's Conflict of Interest Policy and that my responses to the above questions are complete and correct to the best of my information and belief. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate or that I have not complied with this policy, I will notify the President of the New Mexico Gateway Academy's Governing Council or the Director or his/her designee immediately.

Signature

Date

Required Appendix I



**STATE OF NEW MEXICO
Public School Facilities Authority**

Robert A. Gorrell
Director

originating office
Santa Fe Main Office
410 Don Gaspar Ave
Santa Fe, NM 87501
Telephone: 505-988-5989
Facsimile: 505-988-5933

originating office
Albuquerque Field Office
1312 Basehart SE, Suite 200
Albuquerque, NM 87106
Telephone: 505-843-6272
Facsimile: 505-843-9681

May 12, 2015

Ms. Janet Devesty
1776 Montano Rd. NW
Los Ranchos, NM 87107

Dear: Ms. Devesty,

PSFA has received and reviewed the Facility Master Plan/Educational Specification's (FMP/Ed Spec's) for the New Mexico Gateway Academy located in Los Ranchos. The FMP/Ed Spec's purpose is to guide you in the planning of and/or selection of a facility to ensure that it is adequate to accommodate your educational program and method of instruction. Based upon our review, PSFA is pleased to announce that the Plan meets our requirements. In accordance with House Bill 283, your next step is to submit your charter school application to the New Mexico Public Education Department (PED) and include your plan.

Through our review of the FMP/Ed Spec's, PSFA understands the following:

- NM Gateway Academy did request to locate in existing Albuquerque Public Schools facilities on May 11, 2015. As of yet, there has been no response from at APS.
- The school anticipates having a total enrollment of 1,500 students.
- Facility requires 11 classrooms
- 4,363 gross square feet is required to meet School's educational program
- Grades: K thru 12th grades
- You have reviewed our adequacy standards, planning guide and HB 283

If you are a successful applicant, please remember to work closely with PSFA's Planning and Design team as you review potential facilities. You can reach us at (505) 468-0282.

Sincerely,

William W. Sprick,
Facility Master Planner

cc: Jeremy Jerge, Regional Manager
Martica Casias, Planning and Design Manager



State-Authorized Charter School Applicant Facilities Master Plan/Educational Specifications Checklist

State-authorized charter school applicants are required to submit a facility master plan/educational specifications combination document to PSFA. This document must be prepared in the following format:

- Final copy placed in a three-ring binder
- Labeled tabs
- Include the written request as well as any response received regarding your request to locate in existing district facilities

The document must include the following information:

CHARTER SCHOOL OVERVIEW

- Include the written request as well as any response received regarding your request to locate in existing district facilities

At present, New Mexico Gateway Academy (NMGA) has chosen the Unser Discovery Campus in Albuquerque as our flagship facility. Our Facilities and Capital Planning Committee will be reviewing facilities for future growth.

- Indicate year of the application: 2015
- Charter School cap: 1500
- Include statement acknowledging review of:
 - Statewide Adequacy Standards NMAC 6.27.30

The Statewide Adequacy Standards NMAC 6.27.30 have been reviewed by the applicant team.

- **Charter-Alternative School Statewide Adequacy Standard Variance**

The Charter-Alternative School Statewide Adequacy Standard Variance has been reviewed by the applicant team.

1. GOALS / MISSION

1.1 Goals

1.1.1 Mission

- Describe the desired state of school’s educational programs**

The mission of NMGA is to provide a powerful model of effective public education that meets the individual needs of its grades K-12 students. NMGA will enable, inspire, and prepare students to achieve high academic standards in support of their individual goals and path in life. The vision of NMGA is that it will utilize an enriched online learning environment; a comprehensive curriculum offering with a CTE focus delivered on and offline; targeted instructional support by experienced teachers working in conjunction with learning coaches; and extended support services and community partnerships to boost student achievement and ensure school accountability. NMGA students will stay engaged in the academic process, graduate from high school, and make a powerful impact in their communities. Upon graduation, students will be prepared to continue their post-secondary education or go directly into the work force.

1.1.2 Briefly describe the general educational philosophy

NMGA will be a virtual charter school with a focus on preparing each student to be college and/or career ready. In addition, we will provide a consistent K-12 educational program available to all New Mexico students, providing and maintaining acceptable New Mexico standards in a sequenced curriculum that will equip students with the foundational academic and technical skills they will need to pursue post-secondary education, achieve occupational certifications, or enter directly into the work force.

The NMGA will be a full-time, online charter school that delivers a sequential program of both synchronous and asynchronous instruction from teachers to students primarily through the use of technology via the Internet in a virtual or remote setting. NMGA will provide a Career Pathways program or Career and Technical Education (CTE) program providing students with vocational and career readiness while achieving high academic performance that meets the rigorous New Mexico Content Standards and the New Mexico Common Core State Standards. NMGA will prepare students for college, career, and citizenship by providing them with the vision, motivation, and the practical and technical skills they need in a

[2]

rapidly changing workplace and society.

1.1.3 Serving the community

□ Describe the desired interaction with school's community

NMGA plans on developing a strong sense of “community” among our students and families. Throughout the year, students will be invited to participate in school outings, field trips (e.g., to historical sites, museums, zoos), picnics, and other social events. We expect local clusters of students and parents to get together on a regular basis in their areas. We will also explore new ways to interact socially using the powerful reach of the Internet. With online discussions and forums, new types of communities can be formed that are based not on geography and place but on shared interests.

NMGA is currently working to develop relationships with businesses, educational institutions, organizations, and associations throughout New Mexico to foster relationships between the school and greater community. This is a process that will continue as our school staff works with business and industry leaders to identify the job market and needs of employers throughout the state. Initially we will open a campus in Albuquerque to serve the greater Albuquerque and surrounding areas. We will work closely with New Mexico State University, Clovis Community College, University of New Mexico, Highlands University, Central New Mexico Community College, Western New Mexico University, and Eastern New Mexico University in dual credit and internship programs, utilizing post-secondary institutions around the state as our program grows and enrollment increases.

Through our founding board members, we have already developed relationships with businesses, business leaders, and educational institutions throughout the state who will participate in our outreach program, internships, and certificate programs. The Unser Discovery Campus is proposed to serve as the administrative offices and primary learning center for many of the Career Pathway and CTE activities serving the greater Albuquerque and surrounding areas. NMGA intends to work with business, industry, community colleges, and other community entities throughout the state to make Career Pathway exploration activities, workshops, and instruction readily available to students across the state.

1.2 Process

1.2.1 Describe process for data gathering and analysis

The NMGA founders were actively involved in the establishment of the proposed facility and location having had experience in establishing facilities for prior charter schools. The Unser Discovery Campus has been an educational facility for many years – housing Cottonwood Classical Preparatory School and the New Mexico International School. Our intent is to utilize the Unser Discovery Campus as our

[3]

flagship location. This will be a stand -alone campus. One of the initial responsibilities of the Governing Council will be to set up a Facilities and Capital Planning Committee in order to fulfill the expected need for expansion.

Identify individual representing the school authorized as contact on issues and questions related to this submission

Janet Devesty
1776 Montano Rd. NW
Los Ranchos, NM 87107
Phone: 505-938-7725
Email: janet@unserracingmuseum.com

Identify process for capital planning and decision-making

Our proposed facility is already zoned appropriately for an educational facility. Members of the NMGA applicant committee have prior experience in establishing facilities for charter schools. The Unser Discovery Campus is proposed to serve as the administrative office and primary learning center for many of the Career Pathway and CTE activities serving the greater Albuquerque and surrounding areas. The Unser Discovery Campus has been an educational facility for many years, housing Cottonwood Classical Preparatory School and the New Mexico International School.

NMGA intends to work with business, industry, community colleges, and other community entities throughout the state to make Career Pathway exploration activities, workshops, and instruction readily available to students across the state. Through our founding board members, we have already developed relationships with businesses, business leaders, and educational institutions statewide who will participate in our outreach program, internships, and certificate programs. As mentioned above, we will work closely with New Mexico State University, Clovis Community College, University of New Mexico, Highlands University, Central New Mexico Community College, Western New Mexico University, and Eastern New Mexico University in dual credit and internship programs, utilizing post-secondary institutions around the state as our program grows and population increases.

After charter approval, one of the initial responsibilities of the Governing Council will be to appoint a Facilities and Capital Planning Committee that will focus on capital planning and decision-making. Our proposed Albuquerque facility is already zoned appropriately for educational use. The Facilities and Capital Planning Committee will confirm that all facilities utilized by NMGA are also appropriately zoned.

Identify how community input is considered

list members that attended planning meetings and their affiliation

The community members who attended our planning meetings provided input and feedback regarding the use of the Unser Discovery Campus. Please see Attachment 1 for a list of these community members.

[4]

- Describe the nature of Steering committee involvement**
 - identify members of the steering committee**

Members of the steering committee include the members who attended planning meetings. Please see Attachment 1.

2. PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

2.1.1 Programs overview

- Provide overview of proposed educational programs and facilities (include facilities if you have one or a potential facility)**

NMGA will feature five components that make the school unique and will improve student academic engagement:

1. Career Pathways Program – the Career Pathways Program will be designed to engage students in selecting coursework that piques their interest in a future career and makes coursework relevant. NMGA intends to develop partnerships with business and industry throughout the state to enhance curricular offerings and provide learning opportunities based on the national Career Cluster model designed by the National Association of State Directors of Career Technical Education Consortium that include workshops, internships and more.
 - a. 6-8 Middle School education with focus on identified pathway interest
 - b. 9-12 High School education with specific classes focused on post- secondary and career goals.
2. Individualized Learning – a key component of the NMGA education program will be the individualized learning plan (ILP). Upon enrollment, school staff, led by the school counselors, will develop a customized ILP for each student. The ILP will be based on a review of the student’s past academic records, input from the student and parent, and standardized test results. The ILP will address each student’s unique strengths, weaknesses, learning styles and aptitudes. The ILP will also serve as a starting point for the Career Pathways Program by introducing the options and allowing students to identify and select a career pathway.
3. Comprehensive Support Programs – NMGA will not just offer online courses. The school will offer comprehensive services and programs that will include federal title programs (i.e. special education, ESL/ELL), student field trips, counseling services, social support services through community

[5]

partnerships for students/families in need, onboarding services to orient students to online education and insure a quality start for students in the program.

4. Rigorous and Flexible Curriculum Options – the nature of online education allows for flexible instruction that addresses each student’s specific learning style. Through the ILPs referenced above, NMGA will insure that each student is working in ways that enhance their learning experience.
5. Parental Involvement – NMGA understands that online learning is not the best educational setting for every child. The enrollment process will be designed to ensure that families understand the demands of online learning. Students in elementary and middle school will require considerable levels of parental engagement. In high school, the NMGA staff will continue to work with parents as the students work towards the goal of becoming independent learners. NMGA teachers, staff, and administration will communicate regularly with parents through email, phone, web-conferencing, face to face events, and mail. All NMGA staff will be available to meet with parents to address any concerns related to the school or the student.

In addition, NMGA will include an assessment and accountability program as an integral part of the academic program. This will include benchmark assessments at the beginning of the year; individual learning plans for each student; regular diagnostic performance assessments throughout the school year to measure growth; ongoing lesson, unit, and semester assessments to demonstrate mastery of the learning objectives in the curriculum; and New Mexico Statewide Assessment Program (NMSAP) tests to demonstrate that Academy students are meeting and exceeding the state learning standards.

The Albuquerque facility will house NMGA administrative offices, computer labs, and a common area for guest speakers, community workshops, and training.

Identify and describe any potential shared/joint use facilities with public or private entities

The Albuquerque campus will be a stand-alone campus, but we will seek to use facilities throughout the state for various school activities. These facilities will not be a school campus, but locations secured for specific events. NMGA will hold school activities outside the Albuquerque area at universities, community colleges, and community centers.

Describe the school’s proposed instructional program

NMGA’s instructional model will provide an individualized virtual education appropriate for students from kindergarten through grade 12. By enrolling students beginning in the elementary grades (K-5), NMGA is recognizing that data shows the clear benefit of persistence in virtual schools starting in the elementary years. Longer continuous enrollment generally correlates to higher academic achievement on state tests in both reading and mathematics. Students who stay in virtual public schools longer achieve higher percentages at or above the proficiency cut scores, while, in general, students who stay the least amount of time show the least increase in percentage at or above proficiency.

A key component of the school will be the introduction to careers in the elementary grades, exploration of Career Pathways in the middle school grades, and Career and Technical Education focused on industry certifications in high school. Students will engage in an academic program that they find relevant to their future. This is especially critical for at-risk students who may have struggled with the learning process in the past. One of the most powerful means for achieving this objective of engagement is through career exploration and Career and Technical Education.

To further realize its vision/mission, NMGA will enhance its instructional model with additional support measures to provide a stable learning environment. A well-organized and systematic onboarding plan will ensure students are engaged in all course content and actively participating in orientation and classroom activities. Each student’s Individualized Learning Plan (ILP) will be based on a data-driven evaluation of where the student fits on a learning continuum between capable of achieving high school graduation and at risk of academic failure. School counselors will work closely with School staff to deliver a school wide Response to Intervention (RTI) program. Family Academic Support Team (FAST) members will provide ongoing communication with students and families, linking them to available resources such as community health care and social services as needed. Through this full-service school model, NMGA will provide the interventions and comprehensive support needed in both face- to-face and online learning experiences for students to graduate from high school and go on to reach their full potential in life.

Describe the general instructional organization (grade levels, groups, academies)

K-5 Primary Program (including introduction to careers)

6-8 Middle School Program (including Career Pathways exploration)

9-12 High School Program (including Career Academy option as a “school within a school”)

Describe scheduling approach (periods, block schedule)

The virtual curriculum can be presented in either a block or period schedule dependent upon the content area and pathway.

[7]

- List anticipated special curricular and extracurricular activities to be accommodated in the facility, if any**

The school's administrative staff will oversee the education program from the NMGA learning center facility to be located on the Unser Discovery Campus in the city of Albuquerque, New Mexico. The learning center will also provide a community based center for staff development, parent and student classes and seminars, interdisciplinary and small group work, community and service projects, or for general gatherings.

2.2 Proposed Enrollment

2.2.2 Describe any plans for phased enrollment

- Provide a graph of projected enrollment cap, if incremental**

Please see Attachment 2.

- Identify by grade level, the five-year post occupancy projection of attendance to be accommodated by any proposed facility**

Please see Attachment 3.

2.2.3 Classroom loading policy

- Identify anticipated class loading policy (student teacher ratio)**

Due to the nature of the virtual school, students receive 1:1 individualized instruction. The daily teaching load per teacher will be in compliance with the most current class load requirements in Section 22-10A-20 NMSA 1978 and Section 22-5-15 NMSA 1978.

2.2.4 Classroom needs

- Identify anticipated classroom needs, including number of classrooms to accommodate the projected enrollment. Provide supporting analysis.**

The school's administrative staff will oversee the virtual education program from the NMGA facility to be located in the city of Albuquerque, New Mexico. The facility will also provide a community based center for staff development, student remediation, parent classes, interdisciplinary and small group work, community and service projects, and special events.

- Itemize the quantity and sizes of other spaces required to accommodate the instructional program**

Please see Attachment 4.

2.3 Site and Facilities (if applicable)

2.3.1 Location/site

- Include Map(s) which identify the location of any existing and proposed facilities**

Please see Attachment 5.

- Provide a description of sites and facilities, existing or proposed**

The Unser Discovery Campus, located at 1776 Montano Rd. NW, Los Ranchos de Albuquerque, NM 87107 houses three buildings within the 5 acre, fenced and gated complex. Building 1 is the Unser Racing Museum which is a public, non-profit educational facility. Building 2 is the proposed campus for the New Mexico Gateway Academy. Building 3 is an office building that currently houses various tenants including the business management offices of Vigil and Associates.

2.3.4 Facility evaluation (If applicable)

- Provide a summary of the facility condition evaluation (FAD Executive Summary Report)**
 - Has PSFA evaluated the proposed facility for code and adequacy? If so, summarize PSFA/Code analysis of any existing facilities that are proposed for future use and include in this section.**

The proposed facility at 1776 Montano Rd., NW, Los Ranchos, NM 87107 has previously been occupied by charter schools and has been evaluated by PSFA and approved as an educational institution. Please see Attachment 6.

3. PROPOSED FACILITY REQUIREMENTS (Ed Spec)

3.1 Facility Goals and Concepts

3.1.1 What are the goals to be met by your school facility?

- Outline plan for being in a public building by 2015 in compliance with HB-283 Exceptions?**

The lease between the NMGA and the Unser Discovery Campus will comply with NMSA 1978, 22-8B-4.2.

3.1.2 Concepts

- Identify and describe major facility concepts including safety, security, sustainability, flexibility, community use, utilities, and any other issues or special considerations that impact space requirements and/or costs**

The New Mexico Public Schools Insurance Authority prepared a Safety Audit in March 2008 on the campus and buildings proposed for lease by NMGA. The findings were that the buildings met the ADA Accessibility Guidelines, the Uniform Traffic Control Devices, the International Fire Code, OSHA General Environmental Controls, and International Building Code.

The Los Ranchos Fire Department performs an annual inspection on the buildings and property and has approved the sprinkler systems and all portable fire extinguishers. The 5 acre property is totally fenced with a 6 foot chain link fence, cinder block wall and security gate. Of the total 50,000 square feet, the Unser Racing Museum occupies 23,000 square feet, and 6 tenants (including an accounting firm, 2 web design firms, a community theater and individual businessmen) occupy 5,500 square feet. 8,000 square feet is unoccupied and 10,000 square feet is common area. Traffic routes are well marked and there are designated parking spaces for 115 cars.

4. **CAPITAL PLAN (if applicable - a short range plan which identifies capital projects or equipment purchases and includes financing options)**

Not Applicable

5. **MASTER PLAN SUPPORT MATERIAL**

5.1 **Sites and Facilities Data Table (if applicable)**

- Provide a table summarizing characteristics of site and facilities**
 - **Name of facility**
 - **State identification number**
 - **Physical address**
 - **Date of opening**
 - **Dates of major additions and renovations**
 - **Facility Condition Index (FCI) and N.M. Facility Condition Index (NMCI), if available**
 - **Site owned or leased**
 - **Total building area gross sq. ft.**
 - **Site acreage**
 - **Total number of permanent general classrooms**

- **Total number of permanent specialty classrooms**
- **Total number of portable classrooms**
- **Total number of classrooms**
- **Percentage of portable classrooms compared to total number of permanent classrooms**
- **Total enrollment current year (40th day count), if available (may not be available for a newly chartered school)**
- **Number of gross sq. ft. per student per school facility**

Please see Attachment 7 for the above information.

5.2 Site Plan (if applicable)

- Scaled school site plan**

Please see Attachment 5.

5.3 Floor Plan (if applicable)

- Scaled school floor plan(s) with rooms numbers to match inventory**
- FAD forms updated**

Please see Attachment 5.

5.8 Detailed Space and Room Requirements (Ed Spec) if applicable

5.8.1 Technology and communications criteria

- Facility is equipped with 2 T1 lines.
- Fiber Cable
- Wireless Routers are located in every room.
- Main server room (locked, fireproof) that will house the school server
- Dedicated line for fire alarm
- Exit signs
- Security and alarm system which includes an electronic fob system for student and staff security

5.8.2 Power criteria

- The facility is equipped with all required power configurations.

5.8.3 Lighting and day lighting criteria

- Fluorescent lighting throughout the building
- Every room has natural lighting through windows and sky lights.

5.8.5 Classroom acoustics criteria

- Multi -purpose room has an acoustical ceiling for presentations

5.8.6 Furnishing and equipment criteria

- Receptionists have built in furniture
- Student areas will be equipped with student desks/chairs and computers
- The multi -purpose room will require stadium seating.

5.8.9 Criteria sheets

- Facility is equipped with fire sprinklersystem.

5.9 Submission

5.9.1 Final hardcopy placed in a three-ring binder

5.9.2 Final electronic copy

Attachment 1

Community Members

Kathy Kegal

- **Business Professionals of America Board Member/District Co-coordinator for K-3 NM Reads to Lead and K-12 SAT/RTI/504 Coordinator**

Kimberly Key

- **Rowell Middle School Instructor**

Chris Lyons

- **Border Industrial Association Board Member-Major Land Owner and Developer Santa Teresa, NM Facilitated Union Pacific investing 400 million in the Intermodal on the NM Border and building over 5 million square feet of industrial space**

Roanne Sexson

- **Former Flight RN, Lovelace Sr. VP of Clinical Operations, Owner of Albuquerque Senior Residential Facility**

Jim Suer

- **Magdalena Middle School Science Instructor and facilitator in the Journey to Mars competition**

Nick Maniatis

- **Director NM Film Commission. NM Film industry works closely with CNM for skilled labor**

Dr. John Russell

- **Professor Engineering UNM Formula SAE Project Director**

Ronda Cole

- **Director La Luz Academy. Air Force Research Lab Enrollment 850 students with emphasis on STEM.** La Luz Academy is a STEM education outreach program at KAFB, in partnership with AFRL and New Mexico Tech. We bring technologies developed by the RD and RV directorates into the classroom, motivating students from fifth through twelfth grade to study STEM in a hands-on way, while promoting and teaching Air Force Core Values.

Steven Lockyer

- **Senior in the mechanical engineering dept. for my bachelor's degree. Prior to college I was in the Navy for 5 years working on radar, communication, and navigation systems. I now work as an associate engineer for the Air Force**

Research Labs (AFRL) and I am the Deputy Program Manager of the UNM Formula Society of Automotive Engineers (SAE) team.

Lance Spencer

- Senior in the mechanical engineering dept. at UNM. I am the project manager for the 2015 formula SAE team at UNM. I currently work at the Air Force Research Lab performing composite material testing and analysis. I am a prior degree student, with a bachelor's degree from UNM in history, and I hope to work in the automotive/motorcycle racing industry.

Kelsey Johnson

- University of New Mexico obtaining my Bachelors of Science in Mechanical Engineering. I am the Marketing Manager and a Power-train Engineer for the 2015 Formula SAE team. I've been an intern at Sandia National Labs for 4 years and currently work in the Finite Element Analysis group, with past experiences in Electrochemistry, scenario simulation, and Robotics.

Andrew Harvey

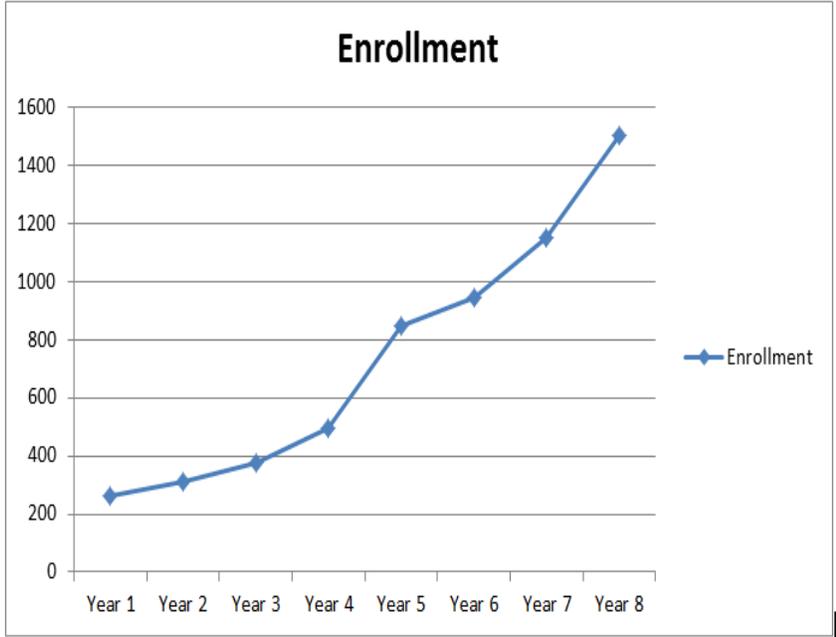
- Senior at UNM studying mechanical engineering. I am the Lead Systems Engineer for the schools Formula SAE Collegiate Design Team. I am also an intern at the Air Force Research Labs working with space structures.

Jacob Lowe

- Mechanical engineering student at UNM and 2015 FSAE Systems Engineer specializing in suspension and steering. I worked as a STEM UP Student Education Leader at UNM during the fall 2014 semester.

Attachment 2

New Mexico Gateway Academy Projected Enrollment Cap



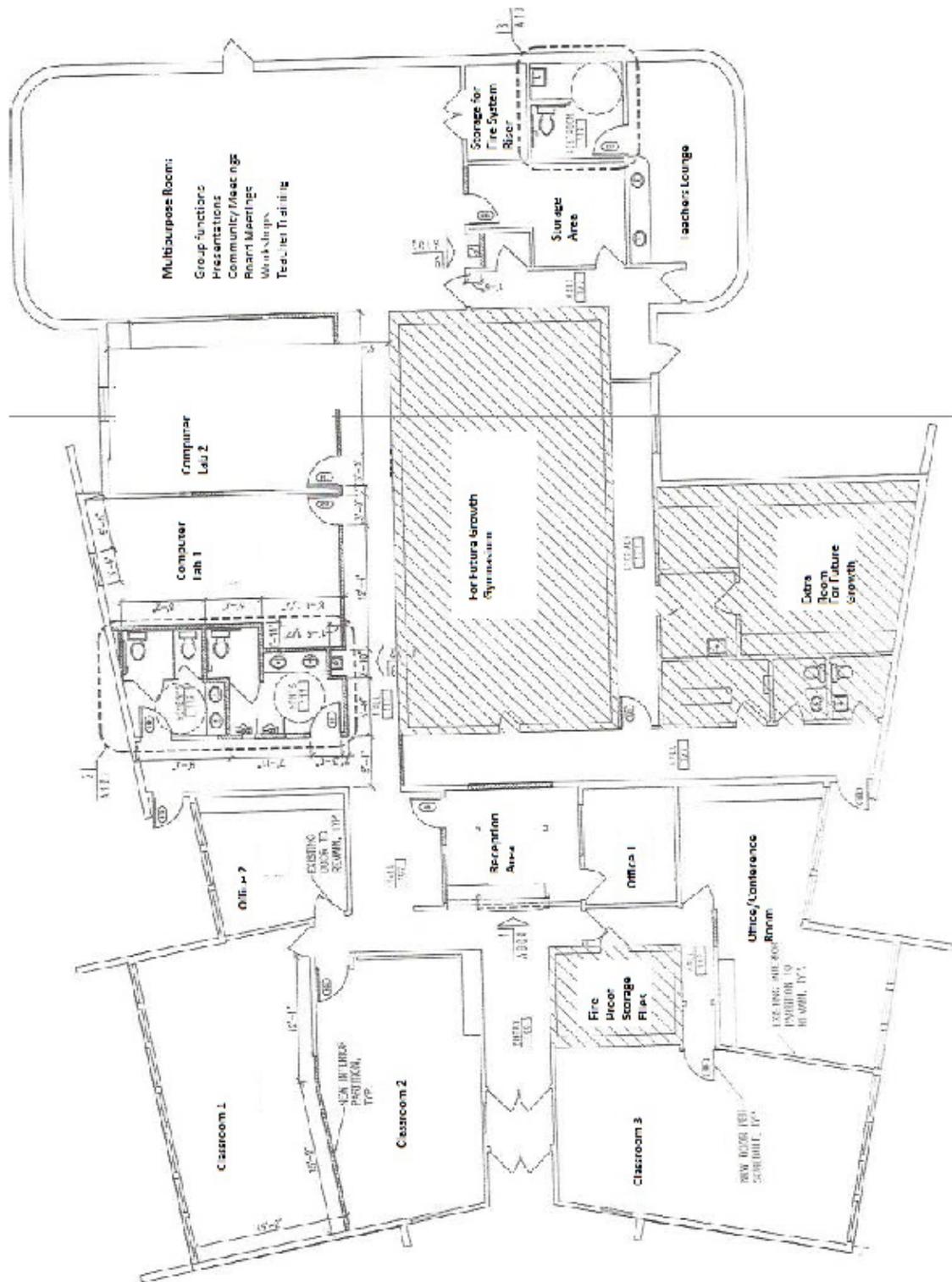
Attachment 3

New Mexico Gateway Academy projected enrollments by year

Year	1 (2016-2017)	2 (2017-2018)	3 (2018-2019)	4 (2019-2020)	5 (2020-2021)
Grade	# of students				
12	0	0	20	30	30
11	0	20	30	30	50
10	20	30	30	50	75
9	30	30	30	75	125
8	30	30	30	50	65
7	30	30	50	65	75
6	30	50	65	75	125
5	20	20	20	20	50
4	20	20	20	20	50
3	20	20	20	20	50
2	20	20	20	20	50
1	20	20	20	20	50
K	20	20	20	20	50
TOTAL	260	310	375	495	845

Attachment 4		
Included in Building:		
Sprinkler System; Fire Suppression System; Dedicated Phone Line for Emergency System		
Security System with FOB: Serviced by Armed Response Team		
White Boards in all Rooms		
Built-in closets and cabinets in all rooms		
Additions needed:		
Shortel hardware for phone system to include one phone per room/office		
Laptop/printer for each staff member/student		
Room	Total	Furniture/Equipment
Classroom 1 (Instruction/Remediation)	517	12 Tables/Chairs; Instructor desk/chair
Classroom 2 (Instruction/Remediation)	208	desk/chair
Office 1	163	Desk/Chair/Computer/Printer/fax/scanner/File Cabinet
Classroom 3 (General Instruction-drop in)	498	10-12 tables/chairs; instructor desk/chair
Office/Conference Room	380	Desk/Chair/Computer/Printer/Fax/scanner/Conference Table/6 Chairs/File Cabinets
Fire proof file room (storage for all files)	94	File Cabinets
Reception	197	Computer/PA System/Phones /Chair; Heavy Duty Copier (desk, cabinets, bookshelves built in)
Office 2	91	Desk/Chair/Computer/Printer/Fax/Scanner/File Cabinet
Computer Lab 1	186	Stations/Table/Chair/Computerr/Printer/Teacher Lectern/Projection Equipment
Computer Lab 2	308	Stations/Table/Chair/Computer/Printer/Teacher Lectern/Projection Equipment
MultiPurpose Room (Group functions/Community Meetings, Board Meetins, Workshops, Teacher Training and Presentations)	1036	Conference Table, 50 Chairs; Smart Board; Projection Equipment
Teachers Lounge	247	Refrigerator
Restrooms (3)	340	
Storage	98	Multipurpose Storage Area
Gymnasium		Available for future growth
Extra Room		Available for future growth
	4363	

Attachment 5



Certificate of Occupancy



County of Bernalillo

Zoning, Building and Planning Department

This Certificate is issued in accordance with the requirements of the Bernalillo County Code and certifies that at the time of issuance this structure was in compliance with County ordinances regulating building construction or use.

Owner of Building: VILLAGE OF LOS RANCOS DE ALBU Building Permit No: BCBP 80060

Occupancy Group: E/03 Type of Construction: V B/03 Land Use Zone: A-1

Use of Building: NEW COMMERCIAL BUILDING/COTTONWOOD CHARTER SCHOOL Building Address: 1776 MONTANO RD
NW ALBUQUERQUE, NM

Legal Description: TR 8-A-1-A-1-A MECCD MAP #31 LOS POBLANOS RANCH CONT 4.97 AC M/L

Approved By: Walt Senohi
Authorized Building Official Date: August 21, 2008

Attachment 7

NMGA Sites and Facilities Data Table

Name of Facility	Unser Discovery Campus
State ID	#2489193
Physical Address	1776 Montano Rd NW, Los Ranchos de Albuquerque, NM 87107
Date of opening	2008
Date of major additions/renovations	2008
Facility Index (FCI) and N.M. Facility Condition Index (NMCI)	Not Applicable
Site owned or leased	Owned by Montano Land, LLC
Total building area gross sq.ft.	8000
Site acreage	5
Total number of permanent general classrooms	9
Total number of permanent specialty classrooms	2
Total number of portable classrooms	0
Total number of classrooms	11
Percentage of portable classrooms compared to total number of permanent classrooms	0%
Total enrollment current year (40 th day count)	Not applicable
Number of gross square feet per student per school facility	K-5 th grade – 100 sq.ft. 6 th -8 th grade – 120 sq. ft. 9 th – 12 th grade – 150 sq.ft.

From: [Janet DeVesty](#)
To: "Adkins, Mari"
Subject: FW:
Date: Tuesday, June 09, 2015 9:43:48 AM

Janet deVesty

Unser Racing Museum

1776 Montano Rd., NW
Los Ranchos de Albuquerque, New Mexico 87107
janet@unserracingmuseum.com | 505.938.7725 office | 505.459.3349 cell

Unser Racing Museum is a non-profit 501 (c) (3) organization

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From: Janet DeVesty
Sent: Monday, May 11, 2015 1:45 PM
To: 'superintendent@aps.edu'
Cc: 'tolley_m@aps.edu'
Subject:

Dear Mr. Winter,

On January 12, 2015, we sent you a copy of our Notice of Intent to Submit Charter Intent to Submit Charter application for the New Mexico Gateway Academy.

We will be submitting this as a State Charter, but as required by the Public School Facilities Authority checklist, we are inquiring if there are any existing facilities in the Albuquerque Public School district that we could review as a location for our Charter School.

If you have any questions or facilities available, please feel free to call or e-mail me, as I am the point of contact for this application process.

My name is Janet deVesty and I can be reached at 505-938-7725 and my e-mail is janet@unserracingmuseum.com.

Thank you,
Janet deVesty

Janet deVesty

Unser Racing Museum

1776 Montano Rd., NW
Los Ranchos de Albuquerque, New Mexico 87107

janet@unserracingmuseum.com | 505.938.7725 office | 505.459.3349 cell

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Required Appendix L

APPENDIX L

New Mexico Gateway Academy

LEVEL I BEGINNING TEACHER & CERTIFIED STAFF SALARY SCHEDULE

LEVEL II PROFESSIONAL AND LEVEL III MASTER TEACHER SALARY SCHEDULE

SCHOOL YEAR **2015-2016**

EXPER.	BA		BA+15		BA +45 orMA			MA+15			MA+45		
	Level I	Level II	Level I	Level II	Level I	Level II	Level III	Level I	Level II	Level III	Level I	Level II	Level III
0	34,000.00	***	34,500.00	***	35,000.00	***	***	35,500.00	***	***	36,000.00	***	***
1	34,500.00	***	35,000.00	***	35,500.00	***	***	36,000.00	***	***	36,500.00	***	***
2	35,000.00	***	35,500.00	***	36,000.00	***	***	36,500.00	***	***	37,000.00	***	***
3	35,500.00	40,000.00	36,000.00	40,500.00	36,500.00	41,000.00	***	37,000.00	41,500.00	***	37,500.00	42,000.00	***
4	36,000.00	41,200.00	36,500.00	41,715.00	37,000.00	42,230.00	***	37,500.00	42,745.00	***	38,000.00	43,260.00	***
5	0.00	41,715.00	0.00	42,230.00	0.00	42,745.00	***	0.00	43,260.00	***	0.00	43,775.00	***
6	0.00	42,230.00	0.00	42,745.00	0.00	43,260.00	50,000.00	0.00	43,775.00	50,500.00	0.00	44,290.00	51,000.00
7	0.00	42,745.00	0.00	43,260.00	0.00	43,775.00	51,500.00	0.00	44,290.00	52,015.00	0.00	44,805.00	52,535.15
8	0.00	43,260.00	0.00	43,775.00	0.00	44,290.00	52,015.00	0.00	44,805.00	52,535.15	0.00	45,320.00	53,055.30
9	0.00	43,775.00	0.00	44,290.00	0.00	44,805.00	52,535.15	0.00	45,320.00	53,055.30	0.00	45,835.00	53,575.45
10	0.00	44,290.00	0.00	44,805.00	0.00	45,320.00	53,055.30	0.00	45,835.00	53,575.45	0.00	46,293.35	54,095.60
11	0.00	44,805.00	0.00	45,320.00	0.00	45,835.00	53,575.45	0.00	46,293.35	54,095.60	0.00	46,345.37	54,615.75
12	0.00	45,253.05	0.00	45,773.20	0.00	46,293.35	54,095.60	0.00	46,345.37	54,615.75	0.00	46,397.38	55,135.90
13	0.00	45,305.07	0.00	45,825.22	0.00	46,345.37	54,147.62	0.00	46,397.38	54,667.77	0.00	46,449.40	55,187.92
14	0.00	45,357.08	0.00	45,877.23	0.00	46,397.38	54,199.63	0.00	46,449.40	54,719.78	0.00	46,501.41	55,239.93
15	0.00	45,409.10	0.00	45,929.25	0.00	46,449.40	54,251.65	0.00	46,501.41	54,771.80	0.00	46,553.43	55,291.95
16	0.00	45,461.11	0.00	45,981.26	0.00	46,501.41	54,303.66	0.00	46,553.43	54,823.81	0.00	46,605.44	55,343.96
17	0.00	45,513.13	0.00	46,033.28	0.00	46,553.43	54,355.68	0.00	46,605.44	54,875.83	0.00	46,657.46	55,395.98
18	0.00	45,565.14	0.00	46,085.29	0.00	46,605.44	54,407.69	0.00	46,657.46	54,927.84	0.00	46,709.47	55,447.99
19	0.00	45,617.16	0.00	46,137.31	0.00	46,657.46	54,459.71	0.00	46,709.47	54,979.86	0.00	46,761.49	55,500.01
20	0.00	45,669.17	0.00	46,189.32	0.00	46,709.47	54,511.72	0.00	46,761.49	55,031.87	0.00	46,813.50	55,552.02
21	0.00	45,721.19	0.00	46,241.34	0.00	46,761.49	54,563.74	0.00	46,813.50	55,083.89	0.00	47,021.56	55,604.04
22	0.00	45,773.20	0.00	46,293.35	0.00	46,813.50	54,615.75	0.00	47,021.56	55,135.90	0.00	47,229.62	55,656.05
23	0.00	45,825.22	0.00	46,345.37	0.00	47,021.56	54,667.77	0.00	47,229.62	55,187.92	0.00	47,437.68	55,708.07
24	0.00	45,877.23	0.00	46,397.38	0.00	47,229.62	54,719.78	0.00	47,437.68	55,239.93	0.00	47,645.74	55,760.08
25	0.00	45,929.25	0.00	46,449.40	0.00	47,437.68	54,771.80	0.00	47,645.74	55,291.95	0.00	47,853.80	55,812.10
26	0.00	45,981.26	0.00	46,501.41	0.00	47,645.74	54,823.81	0.00	47,853.80	55,343.96	0.00	48,061.86	55,864.11
27	0.00	46,033.28	0.00	46,553.43	0.00	47,853.80	54,875.83	0.00	48,061.86	55,395.98	0.00	48,269.92	55,916.13
28	0.00	46,085.29	0.00	46,605.44	0.00	48,061.86	54,927.84	0.00	48,269.92	55,447.99	0.00	48,477.98	55,968.14
29	0.00	46,137.31	0.00	46,657.46	0.00	48,269.92	54,979.86	0.00	48,477.98	55,500.01	0.00	48,686.04	56,020.16
30	0.00	46,189.32	0.00	46,709.47	0.00	48,477.98	55,031.87	0.00	48,686.04	55,552.02	0.00	48,894.10	56,072.17

Note: Adopted: 4-22-15

As permitted by State Statutes, Board Policies, and resources, training and experience will be recognized during school year

1 Level II-Professional and Level III-Master Teachers must have at least three years successful teaching experience.

2 In 2015-2016 no Teacher at Level II shall earn less than \$40,000.00. In 2015-2016 no teacher at Level III shall earn less than \$50,000.

3 We do not do collective bargaining.

New Mexico Virtual Academy Salary Schedule
Administrative Staff and Other Positions

SCHOOL YEAR

2015-2016

Title	Annual Minimum	Annual Maximum
Director	80,000	87,550
Manager of Exceptional Students	46,350	56,650
Office Administrator/Registrar	30,000	35,000
Advisory/Counselor	45,320	50,000
Strategic Planning Coordinator	50,000	54,200

Adopted: 4-22-15

Waivers

APPENDIX: WAIVERS

Not applicable. New Mexico Gateway Academy is not requesting waivers other than those stated in the application.

Founders

APPENDIX N

New Mexico Gateway Academy Founder Biographies

Susan Unser, Founder

Unser is the co-founder of the Unser Discovery Campus, Inc., a non-profit 501(c)3 public foundation which governs the Unser Racing Museum, and was responsible for bringing the Challenger Learning Center to New Mexico. Her background is in nursing, restaurant management and ownership, political administration and real estate development. She has served on the Governing Council of Cottonwood Classical Preparatory School and New Mexico Virtual Academy and currently serves on the board of the Unser Discovery Campus, Inc.

Unser is passionate about education and has brought that disposition to each of her varied careers. *“Children may only be 25% of the population but they are 100% of our future”* is an expression she coined during her time as Administrator to both the Mayor of Santa Fe and the NM Speaker of the House of Representatives. Her constant reminder to business, community and political leaders is *“all individuals who consider themselves capable of affecting the future vision should be reminded that children must be a priority”*.

She is extremely proud of the fact that the educational components that designed as part of the museum have attracted teachers and students from around the state and that the Foundation has been able to allow, at her request, all children under 16 into the museum at no cost. Her interests include travel, painting, fly fishing, reading and raising Alpacas.

Janet DeVesty, Founder

DeVesty currently serves as the Director of the Unser Racing Museum in Albuquerque, New Mexico. DeVesty served for 5 years as the Director of Operations for Cottonwood Classical, an international Baccalaureate charter school in Albuquerque. After 30 years as an office manager for a prominent Albuquerque optometrist, DeVesty returned to school for her accounting degree which led to assisting with the founding of Cottonwood Classical Preparatory School and subsequently her work as the Director of Operations. This work has led her to become passionate about Charter Schools and the opportunity to reach students virtually and introduce them to the many career opportunities available around the State of New Mexico.

DeVesty has been married for 36 years, and has raised three children in the Albuquerque Public School system. Her interests include her grandchildren, gardening, quilting, hiking and reading.

Mari Adkins, Founder

Adkins is the Assessment and Special Programs Manager at the New Mexico Virtual Academy. She was instrumental in the initial planning and implementation of the Virtual Academy and is a member of the original administrative team. Her position has allowed her the opportunity to develop school policies, establish relationships with all stakeholders including New Mexico Public Education personnel, local and state school district representatives, business leaders and postsecondary institutions while supporting the diverse population of the students at NMVA.

Prior to serving at NMVA, Adkins was the Assessment and Special Programs Manager at Cottonwood Classical Preparatory School.

Adkins has worked professionally for over ten years in New Mexico's education system. Her work in two charter schools, one a virtual charter school, will allow Adkins to provide guidance and expertise in the establishment of a school, the ability to develop a strong professional team and the ability to participate in and to lay the groundwork for a successful option for students throughout New Mexico.

Adkins holds two Master's degrees, one in Special Education and one in Educational Administration from Western Governors University, and a Bachelor's degree in Criminal Justice from the University of New Mexico. She holds an alternate certificate in Special Education from the Central New Mexico Community College. Her professional affiliations include the National Education Association and the National Association of Special Education Teachers.

Appendix-Optional
Part C Evidence
Question B.(1)

APPENDIX O

June 24, 2015

New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501

Dear Members of the New Mexico Public Education Commission:

LETTER OF SUPPORT

I would like to offer my support to the proposed NM Gateway Academy Charter School. I am a NM licensed Level III teacher in Business Education and a NM licensed Administrator. I taught business education at the high school level for 16 years where my primary vision was to prepare students for future careers. I know the importance of educating students for potential careers opportunities and to match student, abilities, skills and interests with student choices. By beginning this process from the inception of formalized education, the student will have a greater focus and intent to become a successful productive member of society.

In my experience, the inclusion of CTE programs, internships, and community mentors is an invaluable resource in the educational setting to practice and experience a variety of career paths as the student enters middle and high school. By combining these attributes of education with a virtual school platform K-12, students will be highly prepared to enter the workforce or continue into higher education with the knowledge that this career choice has been well researched and developed providing for a much higher student success rate post high school.

The virtual platform provides for individualized programs of study to enable students' to be successful. The inclusion of a designated team approach of teacher, student, and parent/ learning coach in the educational process further would ensure successful completion of the educational program.

I do support the NM Gateway Academy Charter School option for children throughout the state of NM as this school will incorporate the essential priorities mentioned above to ensure a well-rounded, productive citizen.

Sincerely,

Kathy Kegel

Susan,

It was an honor being invited to the NMGA meeting yesterday. I am sure my students feel the same.

I will be happy to help in any way I can - although I am far from an expert in NM K-12 education. Given that- I could spend hours telling you what is wrong with the products it turns out. I taught at the US Air Force Academy for 7 years. In large classes student sections were divided according to ability (A thru G). This made it easy to adjust teaching methodology. You hardly had to teach in an "A" section. In "G" sections it was - here are the basics - memorize the steps. It was interesting that instructors were also divided in their interest and ability to teach - some were really good with the "G" sections.

It was easy - the cadet students were the best of the best. Teaching at UNM has been much more difficult because of the range of abilities in a class. Our best can compete with the best from anywhere. In my own experience with FSAE students - they have done so at the best schools in the country. The less prepared present unique problems - they need a lot of extra help but rarely seek it. Many expect to be "spoon fed." That's based on their HS experience. They are completely unprepared for college much less than for rigorous engineering courses. The main complaint on my student evaluations is. "The course was too hard and too much work." There is little self-discipline, motivation or discipline.

However, I believe the idea of a virtual program - is essential in a state like NM - it could level the playing field on those entering college. And - importantly - it should have that as a goal. How do you bring the level of a Magdalena student up to that of one from the Academy or Sandia Prep? Prepare them with just as rigorous a pre-college program.

One thing your program offers is the possibility of a track that leads to a vocation. As was said - very well at the meeting - vocational schools have gone by the wayside. This has been - in my mind - because of the current mantra that everyone should go to college. No one is telling the "vocationally" talented kids that they can make just as much money being a good plumber, electrician, or machinist.

One of your goals stuck with me - meet the workforce needs of NM. Has there been a study of what is needed? I know on the technical/professional and vocational that we have lost companies because of not having an adequate workforce.

I am here to help anyway I can! John

John J Russell, Halliburton Professor of Mechanical Engineering
Director, Formula SAE Program
Department of Mechanical Engineering
MSC 01 1150
1 University of New Mexico
Albuquerque, NM 87131
jjrussel@unm.edu
505- 277-1345

"Need I remind you not a lot of scientific discoveries were made by people having a good time?"
-Sheldon Cooper

Morgan Stanley

June 11, 2015

Susan Unser
Unser Discover Campus
1776 Montano NW
Los Ranchos de Albuquerque Nm 87107

RE: New Mexico Gateway Academy

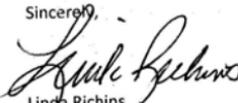
Dear Susan,

Thank you for inviting me to participate with your meeting group, introducing the New Mexico Gateway Academy. I found the forum to be helpful in understanding that there are beneficial options available for education opportunities. It's clear there's an unfulfilled gap of student aged children that are not able to attend traditional schools due to either rural locations, undesirable educational settings or various family situations. An education resource such as the New Mexico Gateway would be an obvious benefit to satisfy the disparities in our education system.

You and your team members have clearly worked through the details to develop this essential program. It would seem appropriate to move forward promptly with this project, so children have the chance to take advantage of the New Mexico Gateway Academy.

Because I feel so strong about educating our children in New Mexico, all options available for education should always be considered for the welfare of our families and for our community.

Sincerely,



Linda Richins
First Vice President
Morgan Stanley

June 30, 2015

New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501

As one practicing scientific and technical explorations in a major New Mexico space laboratory, I'm sensitive to the needs of our nation for future talent in the scientific and engineering career fields. I've noted that many successful scientists made early age career decisions to pursue their calling; wouldn't it be nice if such decisions could be nurtured early on, instead of having to wait until late High School or university? But there is also a large fraction of "late bloomers", who benefited from a solid, broad elementary education before choosing a scientific career path once in a university. The educational philosophy of NMGA could serve to improve the chances of success of both the "early commitment" and the later blooming scientist or engineer.

I support this endeavor to maximize options for students in New Mexico and am happy to provide this letter of recommendation to have NMGA approved as an educational choice for our students.

Sincerely,

Paul D. LeVan, PhD
Space Technology Advisor
(505-823-9310)

June 30, 2015

New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501

Dear Members of the New Mexico Public Education Commission:

As the Deputy Program Manager of the UNM Formula Society of Automotive Engineers (SAE) team, I was invited, along with my colleagues to a community forum to learn about a proposed charter in the State of New Mexico with a career and college readiness focus. As a senior in the mechanical engineering department, I saw first-hand the lack of support and guidance that many students received prior to entering the University.

After high school, without much vision for the future, I entered the Navy. After assessments and aptitude tests, I was assigned to working on radar, communication, and navigation systems. Because of the on-line, classroom and hands-on training prior to entering the university, I knew what my collegiate focus would be. Had I not had this prior training and focus, I doubt I would have entered a post-secondary institution at all. Many of my colleagues and friends in the department took years to figure out their interests and many are well into a six to eight year plan. These are extremely bright men and women from New Mexico schools. In discussions during the meeting, all agreed on one point-had they had a career focused curriculum in high school, with interests, strengths and basic information, it would have put them on their path years ahead and saved not only money, but time in choosing their selected field.

Having graduated in May, I am now employed as an engineer in my field, and I know that students that have an option to attend a school that looks at career and college readiness will benefit all of New Mexico. I am excited about the opportunity to work with these students in a field of mechanical and automotive engineering, to help guide them in making a great choice for the future.

Sincerely

Steven Lockyer, Staff Engineer
LoadPath LLC.
Air Force Research Labs

Indigo Diagnostics, LLC
Mariana Ulibarri-Horan
HC 75 1198
Rutherford, New Mexico 87551
505-699-5315

July 1, 2015

To whom this may concern:

I would like to take this opportunity to highly endorse the philosophy, ideals, and ethics that are sure to result in great student successes for the New Mexico Gateway Academy. As a Bilingual Special Education Diagnostician, an educator for New Mexico Public Schools, and an educator for the University of New Mexico, I specialize in supporting diverse learning populations in the state of New Mexico. It is with these experiences, I believe that NMGA will offer academic success to the most diverse of learning communities. Within the discussions I participate in between colleagues from staff to administrative and professional levels, the need for higher learning and diverse learning experiences in New Mexico is vast. Virtual academics are the future for the learners in our classrooms who either seek a more nontraditional approach to instruction and academic strategies or who are demographically not able to participate in the more accelerated and specialized areas that the student population of our nation, and more so-our state of New Mexico, is in dire need of.

Presently, I service areas from the most rural to the most urban of student populations. I evaluate individuals whose lack of educational advancement are due to legitimate disabilities, cultural backgrounds that lead to misinterpretation of particular behaviors and performance in the traditional classrooms, and those whose aptitudes far exceed the resources that are currently available in their school districts. The presence of virtual classrooms, in one form or another, is not one just of ideological discussion, it is a reality; this type of learning experience is required for graduation and transitioning to the post secondary environment for all student populations. The diverse strategies that will be used through the New Mexico Gateway Academy academic programs will meet these needs, and more importantly, will be available to students from all around our state that may not otherwise have the opportunity to participate in this level of learning.

As an individual that is keenly aware of the need for ethical and professional determination of eligibility for our state's diverse learning populations, I have discussed with the individual who will lead the

exceptional programming for NMGA and feel confident that specialized instruction will be an appropriately addressed at the academy. As a public school, NMGA operates under IDEA and OCR regulations. The Student Assistance Teams will assist in identifying students who may have a learning disability, while factoring language, environment, and culture, and provide appropriate diagnostic testing for those referred to Tier 3. Accommodations and modifications listed on the Individual Education Plan will be appropriately implemented as they relate to the virtual setting. Ancillary services that can be appropriately administrated through a virtual format, and specialized assessment will be administered in a face to face setting at a location near the student's home. All staff will be provided professional development that specifically addresses the education of students with disabilities in the virtual setting. Specialized staff will appropriately be assigned to students with IEP's to ensure they are making progress and accommodations are fulfilled in the general education setting and to provide small group or individualized instruction as needed.

Our great state is home to some of the most phenomenally historical academic achievements, advancements, and inventions of not only our state and nation, but also our world. It is in true earnest that I hope to see the New Mexico Gateway Academy open its doors to a new generation of learners that can only benefit from the learning efficacy with which the founders of the school live their every day lives by. If there is a need for any further discussion in regards to the academy, please feel free to contact me at 505-699-5315.

Most sincerely,

A handwritten signature in black ink, appearing to read 'Mariana Ulibarri-Horan', with a stylized, cursive script.

Mariana Ulibarri-Horan, MS.Ed, MS.EdDiag, LED