COASTAL LEADERSHIP ACADEMY

2019-20 PROGRAM OF STUDIES & GRADUATION REQUIREMENTS

Overview

"Education is a leading out of what is already there in the soul." --Muriel Spark

For more than 80 years there have been educational studies providing compelling evidence and support for newer approaches to education. Increasingly, researchers are finding that people learn in a way that is inconsistent with traditional methodology. Instead, students engaging in hands-on, inquiry-based and contextualized experiential learning situations are routinely attaining higher levels of achievement than those confined to roles of passive recipients in conventional learning environments. Research also suggests that the more responsibility given to students to fully and actively involve themselves in their education results in more positive social values, mature behavior, and leadership potential. The approach embraced by Coastal Leadership Academy aims to be in line with this consistent and growing research.

Coastal Leadership Academy centers first and foremost on our students being responsible and active participants in their educational development. Our approach is one that both recognizes and respects that no two people think, process and learn the same way. As such, we allow for the spirit of individuality to grow and prosper within each of our students and celebrate who they are and what they bring to the school community. We encourage students to follow their interests and passions, and we hope to inspire young people to listen to their hearts and pursue their dreams. Our goal is to help young people discover what they love to do and honor and facilitate those activities.

The structure of our school offers the opportunity to explore a wide variety of subjects and interests. For the student who has developed particular interests, the approach to learning at Coastal Leadership Academy allows those to be pursued intensely and deeply. For those who have not yet developed any specific interests, we encourage students to sample a wide range of learning activities without fear of adverse judgement or grading.

While aligned with the typical sequence and distribution of traditional high school courses, CLA is committed to a deeper purpose-driven approach to our project-based learning framework. We aim to help lead our students along a pathway towards graduating as **confident and competent, courageous and compassionate, respectful and responsible, innovative and impactful:**

- Thinkers (reflective, creative and critical)
- Communicators
- Problem-Solvers/Solutionists
- Collaborators/Designers
- Risk-Takers and Challengers
- Sustainers

Our Educational Ideals

"No study, pursued under compulsion, remains rooted in the memory." --Plato

It is our belief that young people want to learn and are willing to direct abundant energy towards complex and demanding work when they feel it is valuable and meaningful. If real learning is to take place, genuine effort on the student's part is key. Students must want what is being offered and need to be receptive to the teacher's efforts to guide them. The school is built on the notion that students work

harder and with more purpose when they understand how their learning connects with their lives and personal concerns.

Therefore, Coastal Leadership Academy is built on the following educational ideals:

- Learning is an activity of life, not merely a preparation for life.
- Education thrives in a cooperative environment where the interchange of ideas and the willingness to take chances and try new things is encouraged.
- True education demands a personal relationship between teacher and student--a relationship of mutual respect and trust.
- Education that engages the student fully, that encourages firsthand experience, is the most effective vehicle for real understanding.
- An approach to learning that emphasizes *how to think* rather than *what to think* is at the heart of supporting young people to become true and deep learners.
- Self-discipline and intrinsic motivation challenge individuals from within. Working for material incentives (e.g. grades) tends to stifle rather than liberate the desire to become fully engaged in an area of study or work.

Educational Objectives

- To be a school that empowers young people to be responsible for their learning and grow confident as individuals who can take action.
- To be a school that teaches and allows young people to think critically, to use knowledge creatively, and to be able to adapt freely to change, and make intelligent choices.
- To be a school that promotes and maintains in young people the desire to learn in an atmosphere that is challenging, yet accepting and cooperative--and where working independently as well as collaboratively are valued.
- To have a school the exemplifies integrity, moral and ethical values, and enhances the development of character.
- To be a school where all people feel important as individuals and valued members of our learning community.

Our Learning Framework

"There can be no freedom without responsibility" --Benjamin Franklin

What follows is an overview of our curriculum framework and requirements, preceded by the habits and characteristics we believe must be present and alive within each member of the Coastal Leadership Academy ecosystem, along with a list of courses and learning opportunities available for our students. Developing the following "habits of mind," "habits of behavior," and "qualities of character" will be critical in successfully completing our school program. Though these habits and qualities of character will not often be formally assessed or evaluated, they are critical to develop and will be important throughout each student's school experience.

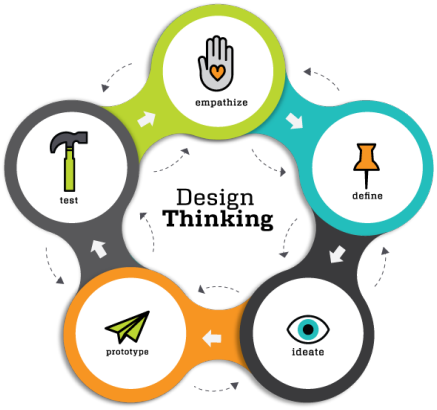
<u>HABITS OF MIND</u>
• Asking "Why...? And is what I am learning/doing important and relevant (to me/my life)?"
• "How do I/we know what I/we know?" (and seeing through multiple viewpoints and making connections)

• Imagining alternatives by asking "What if?"

HABITS OF BEHAVIOR
• Honoring commitments--be on time, and get tasks completed when due.
• Sharing responsibility for individual and collaborative assignments and assessments.
• Assuming responsibility for documenting evidence of learning in an organized manner.

Design Thinking

Design thinking is a human-centered approach to problem solving that begins with developing empathy for those facing a particular challenge. It serves as a framework that helps to define problems, empathize with others, develop prototypes of possible solutions, and hone those prototypes through multiple iterations until they have generated a viable solution to the challenge at hand. Design thinking encourages a bias toward action and, because of its reliance on rapid prototyping, frees practitioners to embrace the notion of failing forward because it's okay to make mistakes -- that's where breakthrough ideas are born.



Benefits for young people who engage in design thinking include:

• Being able to identify problems and reframe them as actionable opportunities;
• Understanding the value of collaboration and feedback;
• Viewing setbacks and failures as valuable learning moments;
• Appreciating the value of hard work and persistence;
• Developing self-belief as problem solvers;
• Developing empathy;
• Developing a growth mindset;
• Developing stamina and resilience; and
• Developing entrepreneurial and community-minded behaviors.
• A focus that is both future and solutions-oriented.

Project-Based Learning (PBL)

Project-Based Learning (PBL) is an instructional methodology that encourages students to learn and apply knowledge and skills through an engaging experience. PBL presents opportunities for deeper learning in-context and for the development of important skills tied to college and career readiness.

Characteristics of Project-Based Learning

Here are three characteristics of meaningful project-based learning activities that lead to deeper student understanding:

1) Interdisciplinary

PBL focuses on engaging students with real-world problems. This is an interdisciplinary approach because real-world challenges are rarely solved using information or skills from a single subject area. Projects require students to engage in inquiry, solution building, and product construction to help address the real-world issue or challenge presented. As students do the work, they often use content

knowledge and skills from multiple academic domains to successfully complete the project.

2) Rigorous

Project-Based Learning requires the application of knowledge and skills, not just recall or recognition. Unlike rote learning that assesses a single fact, PBL is more complex and can be used to assess how students apply a variety of academic content in new contexts. As students engage in the work of a project they follow a process that begins with inquiry. Inquiry leads to deeper learning, not just related to academic content, but also related to the use of content in real world applications. Inquiry processes can help lead to the development of solutions that address the problem/challenge of the project and the creation of products to communicate solutions to an audience based upon the application of content and skills.

3) Student-Centered

In PBL, the role of the teacher shifts from content-deliverer to facilitator/ project manager. Students work more independently through the PBL process, with the teacher providing support only when needed. Students are encouraged to make their own decisions about how best to do their work and demonstrate their understanding. The PBL process fosters student independence, ownership of his/her work, and the development of 21st century/workplace skills.

Mastery Learning

Mastery learning proposes that all children can learn when provided with the appropriate learning conditions in the classroom. At CLA, students are provided with multiple methods, opportunities, and extended time (through Academic Assistance) if needed to achieve mastery.

The application of mastery learning is based on Benjamin Bloom's Learning for Mastery model, with refinements made by Block. Mastery learning is predominantly a group-based, teacher-paced instructional approach in which students learn by cooperating with their classmates. However, some mastery learning strategies require students to work independently rather than with classmates.

Mastery learning is not the process of simply recalling content, but of mastering it. This type of learning works best with the traditional content-focused curriculum, one based on well-defined learning objectives organized into smaller, sequentially organized units.

This strategy captures many of the elements of successful tutoring and the independent functionality seen in high-end students. In a mastery learning environment, the teacher directs a variety of group-based instructional techniques. The teacher also provides frequent and specific feedback by using diagnostic, formative tests, as well as regularly correcting mistakes students make along their learning path.

Teachers evaluate students with criterion-referenced tests rather than non-referenced tests. Mastery learning ensures numerous feedback loops, based on small units of well-defined, appropriately sequenced outcomes.

At CLA, Students are required to maintain an 80% in each class in order to receive credit (as well as be in compliance with the attendance policy). To support this goal of 80%, our approach allows students to retest, revise/revamp, and resubmit work until deemed mastery-level.

Honors Challenge

The term **honors challenge** refers to the practice of offering higher-level or more academically challenging coursework, assignments, or learning opportunities in a "heterogeneously grouped" class. As an alternative to creating separate courses or "tracks," many of CLA's courses will offer an Honors

Challenge-- by adding additional criteria and expectations for any student motivated to take on the challenge. An honors challenge may take the form of supplemental reading selections, or an extended learning component with an assignment or project, exceeding mastery level understanding and quality on scoring rubrics, as well as supporting other students needing assistance, etc.

SHOWCASES: Exhibitions of Learning

Our students will regularly share presentations and projects of their work with diverse audiences--classmates, instructors and parents, but also often to qualified professionals from the community. In addition, students are expected to engage in research and submit properly referenced reports, as well as stay current with assigned readings and materials for course meetings with teachers and fellow students. Through the students' participation in class discussions, online forums, individual responses to assignments, as well as cooperative activities and projects, their teachers will be assessing each student's real grasp of both the tangible skills and knowledge and their deeper understanding of the course objectives. These will form the basis used when evaluating to what degree course expectations were met by a student when determining an overall grade.

Coastal Leadership Academy's Grading Scale

Grading = 80% (Mastery) Standard

To receive credit for a course a student must complete instructional requirements in a satisfactory manner and also must be in compliance with the attendance policy. A student who does not meet these expectations will not receive credit for the course. **CLA requires all students to earn a minimum of an 80 to reflect mastery of course requirements.** If a student receives a grade of 70-79, the student is eligible to retake the course through credit recovery. If a student earns a grade below 70, the student will not be eligible for credit recovery and will need to re-enroll in another course to meet specific graduation requirements.

Grades earned by the student are numerical. A student's numerical average is determined by considering each unit grade along with semester and/or final exams and projects as a certain percentage of the overall course grade. Following are the performance levels of the CLA grading scale:

90-100 ..... Mastery+ (Honors with Distinction)
80-89 ..... Mastery (Honors)
79-Below..... Progressing Towards Mastery

***Students with a grade below 80% will be expected to attend Academic Assistance, participate in a Credit Recovery or a Portfolio Completion contract with the school.*

In order to receive a state high school diploma, the student must have attended the high school issuing the diploma for at least the semester immediately preceding graduation except in the case of a bona fide change of residence to a location where the sending school will not grant the diploma. Based on State Law, requirements to receive a South Carolina High School Diploma (graduation requirements) for

students in grades 9-12 are prescribed as follows:

Graduation Requirements

Twenty-four (24) specific units of credit are required for a South Carolina High School Diploma. In order to participate in the CLA graduation ceremony, the principal must certify that the student has met the following requirements:

4 credits of English

4 credits of Mathematics

3 credits of Science (including Biology and at least one other lab-based science course)

3 Social Studies (incl. 1 credit of US History, 1 Elective, ½ credit of Government , ½ credit of Economics)

1 credit of Health/Physical Education

1 credit of Computer Science

1 credit of Foreign Language or 1 credit of C.A.T.E.***

1 credit in Fine or Performing Arts

1 credit in Senior Capstone Project

5 credits of Electives

*Student planning to attend a four-year college must earn a unit in a foreign language. Many colleges and the South Carolina Department of Education recommend that college bound students earn 2-3 units in the SAME foreign language. If a student does not plan to enter college, then one unit in Career and Technology Education beyond the computer science unit must be earned.

Grade Level Designation

Grade classification is determined only at the beginning of the school year.

- **Grade 9**-In order to be classified as a ninth-grade student, the individual must have met the requirements of the Grade Eight Promotion Standards.
- **Grade 10**-In order to be classified as a tenth-grade student, the individual must have completed six units to include one unit in English and one unit in Mathematics
- **Grade 11**-In order to be classified as an eleventh-grade student, the individual must have completed twelve units to include two units in English, two units in Mathematics and one unit in Science.
- **Grade 12**-In order to be classified as a twelfth-grade student, the individual must have completed sixteen units to include three units in English, three units in Mathematics, two units in Science and one unit in Social Studies. In addition, the student must be enrolled in all other units, required and elective, needed to complete graduation requirements.

*If a student has sixteen units and is enrolled in coursework which would allow him/her to complete the twenty-four units needed for a South Carolina High School Diploma within the school year, the student will be designated as a senior. However, designation as a senior is not a guarantee that graduation requirements will be successfully met.

Latin Honors Recognition; Citizenship Award(s)

Coastal Leadership Academy has adopted a new academic honor system to replace the traditional titles of valedictorian and salutatorian, redefining the honor to more closely reflect the school's commitment to recognize both outstanding academic achievement and exemplary citizenship.

Beginning with the Class of 2020, CLA will follow the Latin honors system, granting students with one of three honors: **cum laude** (with honors), **magna cum laude** (with great honors) or **summa cum laude** with highest honors) status. Students with a cumulative 4.25 GPA would graduate cum laude (Green Honor cord), a GPA of at least 4.5 would be magna cum laude (Silver Honor cord), and a 4.75 or higher would be summa cum laude (Gold Honor cord).

The school will also recognize select students as **Board of Directors Distinguished Leadership Award** recipients. In order to be considered as a Citizenship Award recipient, a student must demonstrate exemplary citizenship during their career at CLA, as determined by the school. Distinguished Leadership may include outstanding participation in school activities, school leadership, commitment to community service, perseverance through adversity and "above and beyond" support for the school and people. The principal will form a committee that includes administration, teachers and support staff to make the selection for the Board of Directors Citizenship Award(s).

Community Service Expectations

As a leadership-focused school, we believe strongly in fostering a commitment to service to our community. Throughout their careers at CLA, via school-facilitated opportunities and individual initiative, students are encouraged and expected to contribute at minimum 25 hours of service each year enrolled at CLA.

Class Preparation (not Homework)

Out of class preparation and practice should be structured to complete, supplement, and enrich regular class work. It also provides review and reinforcement of a particular skill, topic, or concept. Parents/guardians and students must be aware that completion of outside school work may be complicated by participation in extracurricular activities, part-time jobs, and other commitments. The school's expectation is that the completion of assignments be a high priority for each student.

Academic Assistance

Academic Assistance is an after-school tutoring session where students have the opportunity to get additional help in their courses. Students can retake tests to improve grades only after participating in Academic Assistance. Each student is expected to attend Academic Assistance as long as the student's grade average is below 80 in any class and/or when the student has made less than 80% on a major assignment. ACADEMIC ASSISTANCE IS AVAILABLE TO ANY STUDENT REGARDLESS OF GRADE AVERAGES OR TEST SCORES.

Academic Assistance takes priority over all other activities including athletic events or practices, all clubs, etc. Students are responsible for making transportation arrangements when attending AA. Students who know that they will need to miss an assigned Academic Assistance session must notify their teacher. If the absence is excused, Academic Assistance may be rescheduled at the earliest convenience.

Students may only retest or re-submit major project assignments after receiving remediation. A major assignment is any that is listed in the category with the largest weighting in the grade book. Any student who does not achieve mastery on a major assignment will be permitted to re-submit that assignment, provided the student has demonstrated sufficient growth through meaningful engagement in Academic

Assistance or through the teacher's equivalent of Academic Assistance AND **the student schedules the retest before the next major assessment.** Alternatively, the teacher may allow a separate method of demonstrating mastery (should the situation require it). Also, the student forfeits the opportunity only if the student demonstrated academic dishonesty on the original assignment and on a different assignment in the course.

Re-Testing

As a mastery learning school, each teacher is expected to ensure they are providing opportunities for students to master the concepts and content. The manner in which they do so is based on their professional discretion. Re-teaching of the material should occur during AA. Retesting will take place during AA.

Progress Reports

Each major grading period is eighteen weeks in duration. Information regarding student progress is issued at the midpoint of each reporting period as well as at the end of each semester.. Progress reports are distributed to students on the dates shown in the CLA academic calendar. Live grades can be accessed by students and parents through PowerSchool. Log-ins are available for students and parents upon request. Parent/student/teacher conferences are an important element of successful student progress. Parents may initiate a conference by calling the counseling office and/or making an appointment with the teacher team. Homework is an integral part of a quality education. Homework not only provides excellent opportunities for developing good study habits, but also offers the student the opportunity to progress beyond the constraints of class time. It provides a framework for the student to apply what is being learned on an individual basis.

Student-Led Conferences

These conferences count as an attendance day and are mandatory. Students meet with a parent-caregiver and their Leadership Coach to review progress in classes and service hour accumulation. The conferences may last between 20 and 30 minutes as scheduled by advisors. Advisors make every effort to accommodate parent-caregiver schedules; however, please plan in advance to attend on one of the designated conference days.

COURSE OFFERINGS

"All human knowledge takes the form of interpretation." --Ralph Waldo Emerson

AVAILABILITY OF CLASSES

Decisions on whether courses can be offered are dependent on student enrollment and teacher staffing. Coastal Leadership Academy reserves the right to cancel or eliminate courses for any given school year. If the administration decides to cancel a course due to low student enrollment or lack of teachers, the student's alternate course choices will be used. If none of the alternate courses is available, the student will be consulted to make a new selection. If the student cannot be reached, his/her administrator or counselor will make the choice.

Arts

Chinese Art and Music (1 credit)

Prerequisite: Interested in Chinese Culture, didn't take it before

There are a lot of topics waiting to be explored and experienced such as Chinese New Year, Lantern Festival, Dragon Boat Festival, Chinese traditional decoration, Calligraphy and so on. Every project will allow us to explore the culture of China through an artist's perspective and finding the resources to make beautiful artifacts of our learning. Students will celebrate Chinese traditional festival together, explore Chinese people's ancient and modern lifestyle etc. While the course will be hands-on and fun, the aim of the course is to help students get to know the Chinese lifestyle and some traditional customs.

Drama (1 Credit)

Prerequisite: None

This course is designed to be an introduction to classic and contemporary practices in theatre arts. Students can expect a wide range of knowledge, skills, and practice that will challenge their abilities as actors and producers of the theatre. This is an academic course and will require study outside the classroom. Basic understanding of stagecraft, acting practices, rehearsal techniques, and character development will be the focus of the year. Students will also gain a basic understanding of the technical side of theatrical work (lights and sound). Students of all skill levels are welcome and encouraged to attend and do their absolute best.

The ART of Geometry (1 credit)

Prerequisite: Algebra I

Hey! Did you know they use Geometry in ART???.....yes, of course you did, because most of us have drawn a face with a circle or a house using a bunch of squares and rectangles. What about design, what comes to mind when you think of that word? Let's step into a world where we stop thinking of geometry as just shapes and lines, and really see what the concept can be used to express and portray. During this course, we will be creating amazing works of Geometric art, which we have chosen to call "Math-terpieces" (get it?) This course will focus more on proving and examining the various aspects of the shapes and lines we all know and use, and also how we incorporate Geometry as a whole into the true design and problem solving stages of various questions and tasks.

River of Music (Composition and Songwriting) (1 Credit)

Prerequisite: None

Why? Why learn music instrumentation? Why take the time to learn an instrument, compose your own music and not just play what others, from the past, have already put to paper?

This class, River of Music will be your "Tributary". A tributary is another name for a river that flows into a larger body of water. How it gets to its destination is through different ways and means. How it flows in a manner of rushing to solemnness with its end purpose to flow and join another body of water.

MUSIC is a means that goes beyond itself and allows individual creation to flow into a larger "body" that has the ability to move a single person, or a mass gathering. To touch the world, even if it is but a single note. We will explore all styles of music, understand how they influence life today, and what your input into the musical world will touch and change. You will have the opportunity to share your love of music through projects as well as the use of your instruments. This class will not be a boxed-in class, but one that expands as you share your gifts, talents and desires to express life and emotion through music. Please know that you do not have to have an understanding of music or know how to play an instrument to be in the class. By the time you finish with the course, you will have an understanding and ability with you to expand your life upon.

Music Medley (Music Theory) (1 Credit)

Prerequisite: None

WHY MUSIC? How does music from the past, influence today?

What is your role and the role of music in society?

Sometimes, as a youth, there is a stigma that you cannot possibly understand the issues of society today. That because you are young, you are not invested. This is far from the truth. Throughout the course of history, music has been a key input into the VOICE in every society. People may not stop and listen to someone speaking, however, put it to music and people stop and absorb.

This semester you will be challenged individually and as groups to 1) look at the history of music, how it influenced and molded society. 2) You will look at music today and discuss if it is just as powerful. 3) You will have the opportunity to learn and compose your own music, your expression, your voice.

Visual Arts I (1 credit)

Prerequisite: None

This course is designed to allow students to explore the world of visual arts, past and present, and to grow their skills in their creations. Through the exploration of various media we will explore our and others' inner lives, express our hopes and aspirations, and use our newfound skills to better present our ideas in the projects we produce in other areas of life. We will, as Pablo Picasso said "learn the rules like a pro so you can break them like an artist." Choice and exploration will be the keystone of our study.

Visual Arts II (1 credit)

Prerequisite: Visual Arts I, or permission of instructor

This course will take the skills and talents we explored in Visual Arts I and plump them from 2D to 3D. We will use a wide variety of materials-- including but not limited to clay, wire, found objects, fabrics, and papier mache' to anything else that comes to hand. We will explore traditional skills and experiment with new ways to express ourselves and solve problems.

CATE (Career and Technology Education)

Entrepreneurship

Prerequisite: None

The Introduction to Entrepreneurship course is designed to not only serve as a catalyst for discovery but also provide a launching point into the world of entrepreneurship. The goal of the course will be to provide students with the confidence to take a dream and turn it into a business, whether that be a non-profit or for-profit. Core take-aways will be demonstrating mastery use of design thinking principles when writing a business plan in support of their business idea.

Leadership & Personal Development

Prerequisite: None

Our Leadership and Personal Development course is focused on developing self-awareness, self-advocacy skills, enhancing interpersonal skills, team-building and creating effective communications. Through daily activities, guest speakers, interactive impact-based service projects, those participating will improve their leadership skills

Fundamentals of Computing (Computer Science) (1 credit)

For this semester, we will be utilizing LocoRobo for our Computer Science course. This course focuses on having an accomplishment and visual goal for each unit and goal. Most coding courses simply have

you "run the program" which simply outputs something on a screen. This course will have students interacting with their own personal robot for all coding lessons, beginning with block based, and allowing them the option to utilize several others, depending on their comfort with them. The purpose of this is to allow students an appropriately paced and challenging into several coding languages and helping them understand how computers work as a whole.

Introduction to Engineering and Design (1 credit)

Prerequisite: Algebra I

The purpose of this engineering course is to provide learning experiences that require organized problem solving and creative thinking. Emphasis will be on developing the student's ability to apply science and engineering practices to design problems. During the completion of four projects and supportive skill lessons, students will use elements of the design process, including defining the problem, establishing criteria and constraints, computational thinking, prototype building, testing and making design changes in response to the results of testing.

English Language & Literature

English I (1 credit)

Prerequisite: Freshman Forum

English I is designed for the globally competent 21st-century learner. You will learn to refine and develop your reading, writing, and communication skills in order to thrive and contribute to the world around you. We will read and analyze both literary and informational texts, write a variety of essays, deliver oral presentations, and write a research paper. Grammar, vocabulary, and writing mechanics are also essential aspects of English 1.

Honors Challenge: Supplemental assignments and tasks will be made available for students who wish to further enhance their academic coursework in English I. Please see me if you are interested.

English II

Worth a Thousand Words: Dissecting the Effect of Visual Art on Literature (1 credit)

Prerequisite: Successful completion of English I

In this course, students will read, analyze, and interpret comic books for their literary merit and discuss the effects visual aids have on interpreting literature. Additionally, students will read and analyze informational texts and debate the literary merits of comic books. Students will then use their findings to create their own anthology of comic stories which represent how they see themselves viewed by society. They will work collaboratively to gain real-world experience with workshopping, story creation, and submission of their work to a reputable source.

Eligibility for *Honors Challenge* will require completing additionally assigned text selections and more elaborate composition tasks and expectations (these dimensions will be added to scoring rubrics).

English III

Our Quilted History: Investigating the Canon of American Literature (1 credit)

Prerequisite: Successful completion of English II

In this course, students will read, analyze, and interpret a variety of texts from the canon of American Literature. They will investigate these texts and discover common themes throughout the centuries. Each reading will require a One-Pager assignment where students mix visual aids with quotes from the text to assess their understanding of a variety of literary elements. These assignments will be "quilted" together to represent their findings. Coupling these texts with a list of scholarly articles, students will analyze and discuss the prominent themes throughout the canon and research additional texts they believe should be added. This will culminate in an Ignite Presentation where students will be assessed on their defense of the additions they wish to make to the canon of American Literature.

The course will offer additional assignments and readings for students wishing to receive the *Honors Challenge* weighting and designation on their transcript.

English III: Science Fiction and Social Satire (1 credit)

Prerequisite: Successful completion of English II

Literature matters. Literature allows us to stop and reflect on who we are as a society and as individuals. The stories that we tell ourselves provide context for who we are, what we want, and where we are going. In this way, perhaps the fundamental question behind literature is the eternal question: "Who am I?" This is especially true for science fiction! Science fiction, perhaps more than any other genre of fiction, confronts us with an image of ourselves today by considering who we might become tomorrow. In this way, science fiction is experimental and radical in its methods. It takes what is happening now and asks what could be the possible consequences of a technology, practice, ideology, and/or course of action. It forces us to reexamine our goals, beliefs, and motivations, by looking at their possible consequences. In this way, science fiction serves as a near perfect vehicle for social satire and critical cultural analysis. By imagining our possible selves, and possible futures, we are better able to understand ourselves and our culture in the now.

English IV: Shakespeare Made Easy, or How I Learned to Stop Worrying and Love the Bard (1 Credit)

Prerequisite: Successful completion of English III

Shakespeare is recognized as the greatest playwright in the English language. His works have been translated and disseminated all over the globe. His plays have been updated, rephrased, repurposed, and adapted to film and television. And yet, when teachers ask their students to study Shakespeare, the response is often "do we have to?" What?! How can this be? For many young persons today, the study of Shakespeare can be daunting, inaccessible, or even boring. This leaves one to wonder how such a universally loved and praised author can be so intimidating to young readers? In this class, we will break down the barriers that make Shakespeare seem inaccessible. We will see how easily his ideas can be understood. And we will discover, together, how Shakespeare is not only far from boring but extremely engaging and incredibly relevant for our world today.

English IV: Writing as Craft (1 credit)

Prerequisite: Successful completion of English III

Do you enjoy writing stories in your spare time? How about journaling? Maybe you like to write down your own original song lyrics or poetry? Well, if this is the case, then you may enjoy learning more about the process of creative writing! In this course, you will be introduced to the fundamentals of creative writing. Here, you will learn about and compose your own original poetry. You will write your own memoir and draft your own drama. You will write short stories and showcase your own creativity and imagination. In this course, we will use a combination of example readings, group discussions and collective workshops, where we will edit one another's work and grow together. Writing is a craft. No one starts out as a Shakespeare or a Maya Angelou, but with practice, determination, and a willingness to accept the constructive criticism of others, we can all grow as writers and individuals, better able to formulate our thoughts and feelings and share them with the world.

Freshman Forum: This Same Sky (Global Studies) (1 credit)

Prerequisite: Course reserved for freshmen only

This course will introduce students to design-thinking principles and project-based learning. By the end of this course, students will be better able to appreciate and understand the stories and experiences of those who come from different cultures and backgrounds. Students will be introduced to thoughts and perspectives from around the globe, making all more aware of the cultures of others, as well as their own. Underneath this same sky, we are all a part of one shared humanity. By hearing the stories of others, we grow in the understanding of our own.

Writers Workshop (Creative Writing) (1 credit)

The course will focus on four forms of "professional" writing: journalism, short fiction, plays, and verse (poetry and songwriting). Students will identify, analyze, write about, and discuss techniques and structures in a series of mentor texts, then apply these techniques and structures to their own written works. That personal creative work will then be studied, analyzed, written about, and discussed by the class in a workshop format.

Global Languages

Introduction to American Sign Language (1 credit)

Prerequisite:

Description pending.

Mandarin I (1 credit)

Prerequisite: be interested in Chinese learning

The course will focus on survival Mandarin. In this course, students will develop four language skills in Mandarin: Speaking, Listening, Writing and Reading. But students will spend more time on the former two skills through singing songs, playing games and dramas. Students will study through some project-based tasks and group competitions. The writing part requires students to learn some basic and functional Chinese radicals and strokes to help them to know how Chinese character works. The reading part require students to recognize those frequent Chinese characters so they can read some easy signs. The speaking and listening part require students to be able to engage in basic conversations. The instruction will be given in half Mandarin and half English. By the end of the semester students will go from one place--where they think Mandarin is strange to another place that has them understanding more about China's primary language-- and wanting to explore and know more about it. At the same time, they can also have a look through a window of how modern China looks.

Mandarin II (1 credit)

Prerequisite: Successful completion of Mandarin I (or permission of the teacher)

This course aims at cultivating students' communication skills in Mandarin and deepening their interest in Chinese culture. It covers the common topics that Chinese people talk about in their daily life. More advanced communication and conversation skills will rely on the accumulation of increased vocabulary and grammar, so we will pay more attention to them. We will learn vocabulary and grammar in an interesting and interactive way (cards, pictures, songs, games, videos, dramas and so on). In order for students to learn Mandarin and understand China through perceptual activities, language teaching is treated as the foundation while culture information, games and hands-on activities will be the useful supplemental experiences. Students will study in experience style, provide the real communication environment for students to improve their Mandarin in listening, speaking, reading, writing.

The instruction language in class would be 30 percent of English and 70 percent of Chinese and students are required to keep learning Chinese through language app "duolingo" after class.

Mandarin III (1 credit)

Prerequisite: Successful completion of Mandarin Ⅲ (or permission of the teacher)

This course is designed for improving students' communicative ability in Mandarin and cultivating students' cross culture awareness. We will also continue focusing on the four basic elements: listening, speaking, reading, and writing. But give more emphasis on reading and writing. Students will learn more Chinese characters and grammar to help them write through email, diary etc. In consideration of students' accumulation of vocabulary and grammar, we will also introduce some cultures behind them. In this phrase, we will still focus on the common topics but with culture comparison for the sake of review and a better understanding of both. The instruction language in class would be 30 percent of English and 70 percent of Chinese and students are required to keep learning Chinese through language app "duolingo" after class. Group Activities, individual tasks, as well as assorted projects will be key parts of the whole learning process.

Spanish I (1 credit)

Prerequisite: A desire to experience the Spanish language and culture!

This is the introductory course for a Spanish language learner. The course is designed to help develop the three modes of communication: interpersonal, presentational, and interpretive. For the interpersonal mode students will learn and practice informal conversation and informal initial writing in the form of an email. For the presentational mode students will learn and practice formal one minute presentations and formal narrative writing. For the interpersonal mode students will focus on identifying important details and main idea in a variety of audio clips and in a level one Spanish book written in the present tense with around 400 unique words. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages.)

Spanish II (1 credit)

Prerequisite: Successful completion of Spanish I (or permission of the teacher)

This course designed for students who have successfully completed their first year of Spanish. It is a course which reinforces and strengthens the students' ability to speak, read, listen, and write in Spanish, systematically review grammar previously studied, master new concepts, and enhance the students' knowledge of the cultural diversity of the Spanish-speaking world. The emphasis on improvement of oral and aural skills will be considerable, as the student integrates language skills through extensive interactive simulations, which give the student ample opportunities throughout the course to integrate intrapersonal, interpersonal, and presentational skills.

Students will also learn to look at works of art and archeology critically, with intelligence and sensitivity, and to articulate what s/he sees or experiences. Participants will also be exposed to literature, historical and current events of Spanish-speaking countries through authentic newspapers and magazines, music, movies, radio and television productions, literary texts, and virtual visits online. They will read two books geared to their level, short stories, news articles, and poetry, and produce their own various forms of writing, showcasing the vocabulary and verb tenses introduced and practiced in this course.
The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages.)

Spanish III (1 credit)

Prerequisite: Successful completion of Spanish II or permission of the teacher)

This is the intermediate- advanced course for a Spanish language learner. The course is designed to help develop the three modes of communication: interpersonal, presentational, and interpretive. For the interpersonal mode students will learn and practice informal and formal conversation and informal initial writing in the form of an email reply. For the presentational mode students will learn and practice formal two minute presentations and formal synthesis essay writing. For the interpersonal mode

students will focus on identifying important details, main idea, characterization, point of view and author's purpose in a variety of audio clips and in a level three Spanish book written in the various verb tense with around 500-600 unique words. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages.)

History & Social Studies

Exploring Asian Culture (1 credit)

Prerequisite: *Interest in Chinese ancient history*

Have you ever thought about how long or how many days you can survive in ancient China? Do you know who is the first and last emperor of China? Then who is first female emperor of China? Do you know why people built the Great Wall? For tourism? Come join this Chinese History class and find out. In this course, we will scroll through Chinese history according to dynasties from the first one to the last one, which can help students to gain a knowledge of ancient China's politics and culture. In every dynasty there is a famous person and event waited to be explored. And students will learn it by singing songs, playing out dramas, designing stories to explore who is who,why things happened and why it is different from my current thinking. Throughout the semester of learning students will be able to get a clearer picture of what ancient China looked like and what the impact it has on modern and contemporary China. This course will also be helpful for students to build up research skills, critical thinking and their ability to be more opened-minded.

Freshman Forum: This Same Sky (Global Studies) (1 credit)

Prerequisite: Course reserved for freshmen only

This course will introduce students to design-thinking principles and project-based learning. By the end of this course, students will be better able to appreciate and understand the stories and experiences of those who come from different cultures and backgrounds. Students will be introduced to thoughts and perspectives from around the globe, making all more aware of the cultures of others, as well as their own. Underneath this same sky, we are all a part of one shared humanity. By hearing the stories of others, we grow in the understanding of our own.

Government/Economics (1 credit)

Government (first 9 weeks)

As Americans we have the privilege to uphold certain civic duties and responsibilities. Civic duties include, for example, obeying the laws of the country, paying taxes, or serving on a jury or as a witness in court. Civic responsibilities encompass actions like registering to vote and voting, and serving on legislative boards and committees. In order to properly participate in the American political system it is vital to gain a deeper understanding. In United States Government, students will examine the theory and practice of American government through a comprehensive introduction to fundamental political concepts. The course is designed to cover topics such as governmental systems, the constitution basis and structure, and citizen involvement in the political system. By the end of the course, students should feel confident and knowledgeable to contribute in the governmental process, and to be a responsible citizen of the United States and the world.

Economics (second 9 weeks)

Economics is a social science concerned with the production, distribution and consumption of goods and services. The science of economics uses data to analyze, interpret, and predict the behavior of individuals and institutions based upon incentives. The end goal while studying economics is to teach a student how to evaluate choices. Scarcity forces all entities—individuals, communities, and nations—to

choose from available resources to meet their needs. Students will learn to use vocabulary specific to economics to explain, describe, and predict how the interaction of supply and demand sets prices for goods and services in product markets and wage prices in factor markets. Students will use economic concepts in a reasoned, careful manner in dealing with personal, community, national and global economic issues.

Intentional Life Management (1 credit)

Your life is a story, a story that you get to write and you get to tell. You have it within your power to create a great story, a story of significance and joy, of meaning and worth. The pages of your life story can be filled with wonder and greatness, if you know the secret: living with intentionality. In this course we will be setting the course for your life, making a plan to write a great story of you. We will combine the understanding of basic elements of life from time management to financial aid for college to sewing on a button, to some much larger questions - "What do I want to *do*?" and "What do I want to *be*?" Students will largely plan their own course of study, marking milestones in their own self-awareness journey by setting and meeting goals, making plans and dreaming dreams. Projects for this class will be conceived by the students to be most relevant to their particular story.

International Studies--Diplomacy & Debate (World Cultures) (1 credit)

The International Studies--Diplomacy and Debate course unites a World Cultures curriculum with public speaking preparation and diplomacy simulations to ultimately prepare students to be active, knowledgeable, and responsible citizens in an ever changing world. Students learn how the international community acts on its concerns about topics including peace and security, human rights, the environment, food and hunger, economic development and globalization. Students will be assessed in a variety of formats, including but not limited to projects, research, oral presentations, debates, Socratic seminars, historical and contemporary simulations, source material analysis. Students engage in enrichment activities which will allow them to explore and process curricular material in intellectual forums that demand proactive participation, critical thinking skills, and resolution writing. This course intentionally bonds students of all grade levels, beliefs, learning preferences, interests, and backgrounds to sharpen writing skills, work collaboratively, and deepen research abilities.

Introduction to Philosophy: Timeless Questions (1 credit)

Prerequisite: Course is reserved for Juniors and Seniors

What is philosophy? Literally, philosophy is the "love of wisdom," but what is wisdom? Philosophy, is a discipline that happens at the very edge of what we know and calls into question much of what we take for granted. Using reason and logical discourse as its compass, philosophy wrestles with fundamental questions, such as: What is good? What is true? How should I live? Is there a god? Am I free? What am I? What is the meaning of my life? These are not questions that can be easily answered, but they are questions of vital importance. They are questions that demand answers, and for centuries, humans have been searching for answers to questions such as these. The study of philosophy represents the human mind grasping for meaning and value through reason and logic. It seeks to make the unintelligible, intelligible, and to empower the individual to think for themselves. Be aware, this class does not promise to give you the answers to these timeless questions, but it will strive to help you better find the answers for yourself.

Introduction to World Religion (1 credit)

Prerequisite: Course is reserved for Juniors and Seniors

The subject of religion is often treated as a taboo topic in polite conversation. Often, people are afraid to talk about it or even ask questions about it, for fear of offending others. Sadly though, ignoring religion can very frequently lead to cultural misunderstandings, fear, prejudice, and an even greater

chance of causing offence. However, by studying religions, one becomes familiar with the beliefs, culture, and rituals of people from all over the globe. Religious study helps one to develop better critical thinking skills, communication skills, and promotes intercultural knowledge. And on an individual level, by learning to better understand and appreciate the beliefs and of others, we better refine our own ideas and beliefs. In this course, we will be studying five of the world's largest/most influential world religions. These include: Hinduism, Buddhism, Judaism, Christianity, and Islam. We will examine each historically, cosmologically, doctrinally, and anthropologically. Practically speaking, this course will be designed to help students to have a more informed understanding for our increasingly diverse culture and global society.

Law & Society (1 credit)

Our news outlets have expanded in today's digital age. Whether you receive your news from the newspaper, radio, Facebook, SnapChat or other online sources, one thing remains constant—law is in the news each and every day. From stories that are political in nature to the legality of sports betting around the country, the law infiltrates all of our lives in insurmountable ways. In this course, you will have the opportunity to step foot into the legal world gaining an understanding of practical information and problem solving skills regarding the law. You will complete projects, explore case studies, participate in debates and simulations, and conduct research in order to understand the law, citizen rights and responsibilities under the law, and to analyze public issues.

Psychology (1 credit)

Each day you come into contact with numerous people; each person containing different skills, personalities, habits, thoughts, and behaviors, some that may mirror your own characteristics and some that may seem to be the polar opposite of those that you possess. It is through this course that you will begin to understand the why; why humans and animals behave the way that they do. This course will take a project based approach --examining the systematic and scientific study of the behavior and mental processes of human beings and animals. Through a thematic approach to the study of psychology, you will create projects, participate in class discussions and debates, conduct research and experiments, and examine case studies in order to gain an understanding of these themes, including development, learning, motivation, and personality.

U.S. History & Constitution (1 credit)

Prerequisite: None
NOTE: *This is a part I of a two part required sequence of courses*
United States History is a required two-part class that takes a conceptual look at changing American culture, politics, environment and economy. The course's intent is to help students better understand the themes of history which shaped and continue to impact our lives. This required class begins with a brief chronological overview of the country before it was the New World, the Colonial Era, the American Revolution, the Constitution, the rise of nationalism and sectionalism, westward expansion, the Civil War and Reconstruction. The concepts explored in this course will continue to prepare and empower students to make choices as responsible participants in society.

Mathematics

Algebra I (1 credit)

Prerequisite:

Students will develop their ability to write and manipulate expressions using their knowledge of how different mathematical operations relate to each other. They will use these skills to further explore relationships through functions, interpreting them using algebraic tools such as factoring and graphical analysis. Students will express the relationships they see using these tools, develop theories and test those theories as they develop a more thorough understanding of algebraic principles.

Algebra II (1 credit)

Prerequisite: Algebra I & Geometry (or permission of the teacher)
Students will build upon their knowledge and skills obtained in Algebra I and Geometry, focusing on function analysis and graphical representation. This will be a rigorous study in the application of linear programming, quadratics, radical and rational functions, exponential and logarithmic functions, conic sections, sequence and series, with a brief introduction to trigonometry.

Algebra III (1 credit)

Prerequisite: Algebra II
This is a brand new course being offered here at CLA! Do you still need math credits and aren't quite sure taking Pre-Calculus or Probability & Statistics is the path you want to take . . . yet? This might be your answer. Algebra III is for students who have finished Algebra II, but will benefit from learning advanced algebraic concepts to further prepare them for college-level math and science courses. Algebra III provides students with a balanced foundation using analytic, numerical, graphical, and verbal methods of representing and solving comprehension and application problems.
--If the aircraft is traveling 30 miles per hour North by Northeast, and the wind and pushing Westwardly at 4 miles per hour, what is the actual heading? (vectors)

A.P.T.--Applied Physics & Trigonometry/Algebra III (2 credits - 1 math, 1 science)

Prerequisite: Algebra II
NOTE: This is a Full-Year Course. Continuing Students Only.
Learning about the physical processes and properties of the world and how they function with an extra dash of trigonometry added for extra flavor. If you are interested in movement and energy, this is the course for you. If you are interested in being heavily challenged and feeling rewarded for accomplishments, this course might just be right up your alley.

ART of Geometry (1 credit)

Prerequisite: Algebra 1
Hey! Did you know they use Geometry in ART???.....yes, of course you did, because most of us have drawn a face with a circle or a house using a bunch of squares and rectangles. What about design, what comes to mind when you think of that word? Let's step into a world where we stop thinking of geometry as just shapes and lines, and really see what the concept can be used to express and portray. During this course, we will be creating amazing works of Geometric art, which we have chosen to call "Math-terpieces" (get it?) This course will focus more on proving and examining the various aspects of the shapes and lines we all know and use, and also how we incorporate Geometry as a whole into the true design and problem solving stages of various questions and tasks.

Foundations in Algebra/Intermediate Algebra (1 credit)

Prerequisite: None
This introductory math course is part 1 of a year long Algebra course. This course is designed to emphasize the study of multiple representations of linear and nonlinear functions. It includes mathematical concepts for working with rational numbers, various expressions, analyzing and solving linear equations & inequalities, data analysis, probability, statistics, and polynomials. Sample questions may include, but not limited to:

--How can you make art from linear equations? (equations, graphs)
--If you are escaping a high rise building during an emergency using a winch that lowers you at a constant rate, how would you model your height above the ground as time passes? (slope)
In order to earn credit in the course, you will demonstrate procedural fluency through quizzes and your problem-solving skills through individual and group opportunities. These will be collected into a portfolio of work and be presented at a math fair at the end of the course. **Intermediate Algebra** is a continuation of the development of the skills and concepts of algebraic thought and practice.

Freshman Forum--Figuring Stuff Out (Integrated Science) (1 credit)

Prerequisite: None, required for all incoming 9th graders
Welcome to the STEM freshman forum!!! Science, Technology, Engineering and Mathematics play a key role in the sustained growth and stability of the U.S. economy, and are a critical component to helping the U.S. win in the future. STEM education creates critical thinkers, increases science and math literacy, and enables the next generation of innovators! This course is required by all freshmen and will teach you the skills needed to be successful in a PBL
(Project-Based Learning) school which provides students with meaningful, real-world learning experiences.

Calculus (1 credit)

Topics to be covered in Calculus include review of linear and nonlinear functions (including least squares regression), limits, derivatives, and integrals. Students will learn techniques for determining derivatives and apply derivatives to describe increasing and decreasing functions, relative and absolute extrema, and concavity, and will be able to use derivatives to help sketch curves. Students will learn integration techniques and apply integration to find areas, including areas between curves, volume, average value, and money flow. Students will use graphical tools such as Google sheets and Desmos to deepen understanding and demonstrate applications. Graphing calculators may be used occasionally as well.

Practical Math & Personal Finance (1 credit)

Prerequisite: None
Why do we have to know how to write numbers in words? What are those numbers at the bottom of a check? What is the APR of a credit card and what does it really mean? These are the kinds of questions we will ask and answer. This course aims to make all those mandatory math classes we take actually make real sense that hold value for your everyday life outside of the school environment.

Pre-Calculus (1 credit)

Prerequisite: Algebra II
Precalculus will be the study of functions, trigonometry and their applications. The focus will be on making predictions and justifying their validity. We will of course make precise calculations as well, but that will not be the focus.We will be using an inquiry-based learning approach through collaboration and teamwork where students will be expected to develop their individual and collective problem-solving skills. For assessments they will be asked to solve problems that incorporate concepts and skills that they have practiced, but don't necessarily resemble any problem that they've seen before. **Students will be evaluated mostly off their process and how well it has been communicated**. Precision is important, but we're going for deep understanding, not memorization of specific procedure. If we focus too much on whether a student got a problem right or wrong, we lose an opportunity for growth. Students shouldn't be afraid of making a mistake. Make mistakes, learn from them, and then try again.

Probability & Statistics (1 credit)

Topics to be covered will include creating and interpreting graphical data displays, statistical summary measure, least square regression, principles of survey and experiment design, probability, random variables, and statistical inference. Students will learn a variety of inference procedures and learn to

choose the appropriate procedure dependent on the situation and question of interest. Students will learn to interpret the results of statistical inference procedures. Students will use Desmos, spreadsheets, and/or graphing calculators to facilitate statistical calculations and summary graphical displays.

Physical Education & Health

Physical Education: Body, Mind & Spirit (1 credit)

Prerequisite: None

In this class you will learn the importance of well-being, nutrition and fitness. Each day will be different and may include everything from basic stretching and yoga/pilates to a hard core boot camp training, and maybe we will even learn to Wobble (dancing is great exercise, plus it is a great life skill to know a few cool dance movies!).

Personal Health & Wellness (1 credit)

Prerequisite: None

Studying human development helps us to better understand ourselves. As we enter adulthood, navigate middle age, and face the onset of old age, having a greater understanding of how people continue to grow and change as they get older can help us appreciate and manage all the stages of our lives. This course focuses on development across the life span with emphasis upon normal growth and milestones achieved in the physical, cognitive, social, and emotional systems of the body. We will explore each of these systems through hands-on lab observations, videos, and literature showcasing normal and abnormal growth each in phase of life.

Science

Anatomy & Physiology (1 credit- lab science)

Prerequisite: Biology 1

Humans are often thought of as complicated machines. In order to understand and maintain a well-oiled machine, we must explore the structure and function of the human body and all of its complex parts. This course offers an introduction to the body's systems, disease, and psychology through the use of real life examples and lab demonstrations, which showcase the human body and all of the pieces of the machine. You will be introduced to important vocabulary and concepts that will help you to better understand how such a complex system works together and the consequences of when it does not. Anyone interested in a career in the medical field or just curious about the dynamics of the human body would benefit greatly from this course!

A.P.T.--Applied Physics & Trigonometry/Algebra III (2 credits - 1 math, 1 science)

Prerequisite: Algebra II

NOTE: This is a Full-Year Course.

Learning about the physical processes and properties of the world and how they function with an extra dash of trigonometry added for extra flavor. If you are interested in movement and energy, this is the course for you. If you are interested in being heavily challenged and feeling rewarded for accomplishments, this course might just be right up your alley.

Biology (1 credit- lab science)

Prerequisite: None

Do you often sit and think about the big picture? Biology, meaning "t*he study of life*", connects us to the world we are living in and reminds us of our relationships with all other life-forms on Earth.

Understanding the origins of life can allow us to develop theories of where we came from and what we can expect of our world and the human race in the future. In this course you will explore topics such as genetics, cell biology, ecology of plants and animals, and human impacts on the environment. You will embark on the journey to becoming innovative, creative scientists through observations in lab experiments and hands-on field exercises. You will discover new and exciting ways to use the scientific method to observe the world around you. Do you want to know how "WE" got here?

Chemistry (1 credit-lab science)

Prerequisite: Algebra I

In this course students will explore macroscopic level phenomena and develop particulate level explanations for those phenomena. Students will design and implement laboratory investigations to uncover ideas and laws in chemistry and to confirm their veracity. Students will explore topics in atomic structure, chemical bonds, chemical reactions, stoichiometry, gas behavior, thermochemistry, nuclear chemistry, chemical equilibrium and more.

Environmental Science (1 credit)

Prerequisite:None

Environmental science is an interdisciplinary field of study that includes biology, chemistry, physics, earth science, economics, and sociology. The goal is to provide scientific concepts, principles, and methodologies in order to better understand the interrelationships of the natural world and evaluate the relative risks associated with environmental issues on a local and global scale as resource demand increases. This course will provide a lab based approach to develop scientific questions, design and perform controlled experiments, to identify and analyze environmental problems both natural and anthropogenic, to interpret experimental data and draw conclusions, and to examine alternative solutions for resolving and/or preventing them.

Forensics (1 credit)

Prerequisite: None

Diving into the world of crime and punishment, punishment and crime! Before you get your hopes up, no, it is nothing like the movies and TV shows. Forensics is much more in depth and interesting than that. You will learn how to take and lift fingerprints. You will learn about DNA and how it is used to link suspects to victims, weapons, and places. You will learn about ballistics. You will learn about memory and how easily it is manipulated. If any of these sound interesting, or if you are looking towards a future in law and/or law enforcement, you should definitely take this class!

Marine Science (1 credit-lab science)

Prerequisite: Biology I

Our oceans, streams, and estuaries are critical habitats that provide life to many organisms. Understanding the creatures that inhabit them and the different environments in which they live is extremely important to conservation and keeping our Earth's water clean. If you're interested in natural water sources and the organisms that live there, this course is for you! This course includes the study of the physical, chemical and geological aspects of oceanography, marine biology, the coastal environment, and the relationship among each aspect. We will explore marine life closely through field trips to different water sources in our area and through observations made in a lab environment.

Astronomy (1 credits)

Prerequisite: None

Have you ever stood under the stars at night and wondered what else was out in space? Astronomy is the scientific study of the contents of the entire Universe.This course introduces you to the composition and structure of our solar system and the universe and will provide the student with a study of the

universe and the conditions, properties, and motions of bodies in space. We will discuss topics like historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth as a system in space, the earth/moon system, the sun as a star, and stars.

Physics (1 credits)

Prerequisite: Algebra II

Learning about the physical processes and properties of the world and how they function with just the normal dash of trigonometry for the standard flavor and experience. If you are interested in movement and energy, this is the course for you. If you are interested in being heavily challenged and feeling rewarded for accomplishments, this course might just be right up your alley.

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Edgenuity & Virtual SC (Independent Study)

Both Edgenuity and VirtualSC provide students access to online virtual learning courses offered for an initial unit of high school credit. In addition, both offer access to content recovery programs for students who have been identified as not having received credit for a course previously taken or for students who have been identified as not likely to receive credit for a course in which the student is currently enrolled. Please talk to your Leadership Coach/Adviser or Dean of Guidance and Student Support Services for more information about available courses and registration.

P.A.C.E. & Tech. Scholars -- Horry Georgetown Technical College

Dual Enrollment through the Program for Accelerated College Enrollment (PACE) OR Tech. Scholars Program. The PACE program offers opportunities for eligible students to get a head start on college or a technical training certification pathway. The PACE and Tech. Scholar programs enable qualified students to meet high school graduation requirements while taking college credit courses. These college credits may apply to programs of study at Horry Georgetown Technical College or transfer to any public institution in the state.

Advantages of the PACE/Tech. Scholar Program

PACE/Tech. Scholar Dual Enrollment classes offered through HGTC helps students to:

- Earn credits now that apply to high school *and* college degree requirements;
- Reduce the course load during college freshman and sophomore years, improving the student's ability to meet and maintain the "B" average required for LIFE or other scholarships;
- Provide a smooth transition from high school to the academic demands of college;
- Boost high school GPA/Class Rank;
- Apply courses towards a SC Honors Diploma;
- Reduce overall college costs significantly.

Eligibility

CLA students may be eligible, based on parent permission, school counselor approval and meeting HGTC placement requirements (SAT or ACT or HGTC's AccuPlacer assessment). Each prospective student must complete the PACE or Tech. Scholar Application Packet.

- Permission is required for **all** high school students to enroll in PACE/Tech. Scholar courses.
- Funding for textbooks is the responsibility of the parents. Tuition for qualified PACE/Tech. Scholar courses will be provided at no cost to the student for the first class if only taking one class. Students who continue must take two courses in the same semester to qualify for lottery money.

- PACE/Tech. Scholar dual credit allows students to enroll in University Parallel courses for college credit, as well as high school credit. Students who take these courses are earning credits towards high school graduation requirements and also obtain college credit. These courses are taken during the normal school operational hours and will affect high school GPA.
- Schedule permitting, two PACE/Tech. Scholar classes per semester may be taken during the school day. PACE/Tech. Scholar courses are not required for high school graduation; therefore, they may be taken outside of the regular school day, in the evenings, or during summer sessions.
- Students who fail a PACE/Tech. Scholar class will become responsible to reimburse the school for the full cost of the course.
- Students who withdraw (regardless of pass/fail) are responsible to reimburse the school.
- Students must make B or higher in each course to be eligible to continue in the PACE/Tech. Scholar program as a CLA student.

Crew & Committee

CREW

These advisories are intended to serve as a collection of mini-community/family cohorts and offer a regular, reliable touchstone for our students to come together with a mentor-coach to check-in and commit to common service projects and also creative fundraising to benefit the school's student activities fund.

COMMITTEES/ASMs/COMMUNITY COUNCIL

CLA's committees are heterogeneous multi-age cohorts that meet during scheduled times during the week and determine and design their priorities and action plans with an eye on school improvement. Each Friday there is a designated ASM (all-school meeting) that will encompass town hall style democratic forums to discuss and debate proposals brought by our various committees, as well as presentations and/or sponsored guest speakers from the community, short films, performances, etc. Each committee will be expected to appoint a member to serve on the school's Community Council that will be a shared-stakeholder advisory team comprised of students, staff, and parent-caregivers that meets once a month (or as needed) to serve as a bridge to our Board of Directors.

2019-20 COMMITTEES

Advocacy Alliance

Arts & Aesthetics

Communications & Connections (Outreach)

Culture & Climate

Curriculum Connections

Finance & Development

Maintenance

Peer Mediation/Counseling

Right & Responsibilities Committee

School Safety

Social Enterprise (School Store)

Sustainability Eco-Action

Technology

Community Studies: Internships/Service

Internship

Prerequisite: Must be responsible/capable of getting to and from the internship.
Internships are available to students who would like to have a real world experience in the job and/or career they would like to pursue after they graduate high school. The purpose of the internship opportunity is to provide a hands on learning experience with real world jobs that will connect the student with their possible future.
Besides getting a foot in the door with a potential employer and looking good on a résumé, internships have other advantages:
• The opportunity to "test drive" a career (Would I be happier in marketing or advertising? Am I more comfortable working with patients or in a lab?)
• Chances to network
• Establishing relationships with mentors
• An introduction to the field's culture and etiquette (Are clients addressed by their first name? Are jeans appropriate for Casual Friday?)
• Accumulating new skills
• Gaining a "real world" perspective on an occupation (How much overtime do employees really work? How much time is spent behind a desk versus in the field?)