



Virtual Learning Success

Course Catalog

All high school students can graduate on time, with expert instruction online.



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Mission Statement

Our mission is to equip students with the tools needed to achieve academic success. Our goal is to help students learn today, graduate tomorrow, and prepare for the future. *We help students achieve!*

Goals and Objectives

Middleton Academy's geographic community spans the globe as we serve eligible students from locations around the world. We have a rich history of helping students at risk, and other students who may not respond to the traditional classroom instruction. Upon entering our virtual classrooms, students immediately notice the genuine care our teachers offer for their success. In addition to the support our staff provides, we identify goals and expectations for individual success.

Using a rich curriculum, dedicated teachers and innovative technology as our foundation, Middleton Academy offers all students a chance to get back on track, improve grades, and earn their high school diploma in a non-traditional learning environment. Our virtual classroom challenges every student to think, problem solve, and collaborate with their peers.

- Middleton Academy will only employ highly qualified, trained and skilled teachers to deliver instruction in the virtual classroom.
- Differentiated instruction is provided to every student regardless of socio-economic background, race, ability, or geographic region.
- Students at Middleton Academy will engage in higher order thinking in every course.
- Parents are offered the support and opportunity to actively participate in their children's education. Community relations and involvement at Middleton Academy will engage and support the entire Middleton family by enhancing communication creating unity and fostering a sense of partnership.

We employ and retain highly qualified teachers. Our teachers already come to Middleton Academy with the skills and academic background to teach. We support the teachers' continued growth with high quality staff development and training relevant to today's virtual classroom. Our virtual teachers communicate and collaborate with students via email, telephone, and discussion boards. In each course, our small student to teacher ratios ensures that every student has interaction with their peers and the teaching staff.

Accreditation

Cognia insists on a relentless pursuit of excellence – for itself and for the institutions accredited. This ethic of excellence ensures that institutions will find rich benefits from accreditation and that parents can confidently make informed decisions about their children’s education, knowing their child’s school is accredited. Accreditation matters because our students deserve the highest level of educational excellence possible.

Academic Calendar and Schedule

Students may enroll in classes anytime over a continuous 12 month period. Students may access their courses and complete work any time 365 days a year. Students may work at their own pace to complete their coursework. There are pace guidelines listed on each course site that offer students a timeline of assignments to complete to meet a certain end-date goal.

Privacy Policy

Middleton Academy follows Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99. FERPA allows parents and eligible students certain rights to educational records. An eligible student can be defined as a student who has not reached 18 years of age or any student attending a post-secondary school. FERPA is a federal law that is implemented to:

- Allow an eligible student or parent the right to review and inspect academic records.
- Allow an eligible student or parent the right to request the amendment of a student record in which they believe to be false or misleading.
- Allow schools to release records to certain parties as categorized under (34 CFR §99.31).
- Upon notification to the parents and eligible students, FERPA allows schools to release directory information without consent. Parents and eligible students may opt out of the disclosure of directory information upon written request.

Admissions Policy

Students seeking admission to the Middleton Academy program should contact us by telephone or email to discuss the:

- Online course(s) or program in which student is to be enrolled

- Online and distance learning methods
- Student's previous academic record
- Tuition, fees, and refund policy
- School's expectations of the student for satisfactory performance and graduation

All students eligible for high school in the U.S. may take courses and earn high school credits from Middleton Academy. All students who have successfully completed 8th grade are eligible to enroll in Middleton Academy. International eligibility requirements vary. For information about international student eligibility, please contact our Director of Admissions to discuss specific requirements.

A student may select courses based upon the evaluation of the student's transcript and the student's personalized education plan. Transfer students graduating from Middleton Academy must complete at least 5 of their courses required for graduation with Middleton Academy. Middleton Academy is non-discriminatory in its admission process.

Credit Transfer Policy

The Registrar or designee grants admission on an individual basis after review of the student's application packet and academic records. Middleton Academy will accept previous credits from other institutions at its discretion.

- The Registrar evaluates all transfer credit requests.
- Transfer credit is generally accepted for all courses successfully completed from an approved accredited secondary school or from other approved sources based on our school's policy.

Upon completion of Middleton Academy courses, official transcripts are forwarded to the student's school of record or to an institution in which the student intends to enroll.

Acceptance of Middleton Academy credits for transfer to another institution is determined by the receiving institution. Students must provide a written request to release an official transcript. Transcripts are available free of charge.

Enrollment

Students will receive same day email confirmation that their enrolment application was received. In addition to the email confirmation, students will receive an Enrollment Agreement

that must be signed by the responsible party and returned via, email, fax or mail before the student may begin his/her course work. The Enrollment Agreement outlines the terms of enrolment, refund policies and financial obligations for the courses being taken with Middleton Academy.

Diploma Graduation Requirements

Middleton Academy offers a complete high school diploma program. **Middleton Academy Residency Requirements** students must take 5 full credits with our school to be eligible for our diploma program.

Requirements for a Standard Diploma

Discipline	Required Number of Credits	Required Courses
English	4	<i>English 9; English 10; English 11; English 12</i>
Mathematics	3	<i>Algebra I; Geometry; 3rd Math Course</i>
Science	3	<i>Biology; Physical Science; 3rd Science Course</i>
History/Social Studies	3	<i>US History; US Government; World History or World Geography; Psychology or Sociology</i>
Health and PE	2	<i>Health and Physical Education</i>
Fine Arts / Career Tech or Foreign Language	2	<i>2 credits in either fine arts, foreign language, or career courses</i>
Personal Finance	1	<i>Economics and Personal Finance</i>
Electives	2	
Total required credits	20	

Requirements for an Advanced Diploma

Discipline	Required Number of Credits	Required Courses
English	4	<i>English 9; English 10; English 11; English 12</i>
Mathematics	4	<i>Algebra I; Geometry; Algebra II; 4th Math Course higher than Algebra I</i>
Science	3	<i>Biology; Chemistry; 3rd Science Course-Physics or Environmental Science</i>
History/Social Studies	3	<i>US History; US Government; World History or World Geography; Psychology or Sociology</i>
Health and PE	2	<i>Health and Physical Education</i>
Fine Arts/Career Tech	1	<i>2 credits in either fine arts or career courses</i>
Foreign Language	2	<i>2 credits in the same language</i>
Personal Finance	1	<i>Economics and Personal Finance</i>
Electives	4	<i>An additional science, social studies or foreign language course is recommended</i>
Total required credits	24	

Assessments

Final Exams & Midterms

Middleton Academy requires that all students complete a proctored final exam.

Retaking Exams

After counseling and remedial guidance, teachers may allow students to retake examinations.

Proctoring Exams

Meeting you right where you are...Online. POWER UP!

A proctor is required for final exams. Proctors must be an adult 21 years or older and not a relative to the student. Teachers, counselors, librarians, and other similar professionals are recommended for proctor selection. During the enrollment process, the student identifies the proctor and agrees to follow the **Middleton Academy Honor Code**. Using information provided by the student, the Registrar contacts the proctor and verifies that the individual is eligible to proctor the exam. Course teachers are provided the names of individuals who may proctor exams for the student.

Proctor Process

1. During the enrollment process, the student identifies an acceptable Proctor and provides the Registrar with all contact information (relationship to student, telephone number, email and mailing address).
2. Within one week of enrollment, Registrar contacts and confirms the Proctor's identity.
3. Registrar fully explains the proctoring process to the Proctor.
4. Registrar sends Proctor contact information to Teacher.
5. Teacher contacts student and Proctor to schedule exam.

Transcripts

Prior to accepting students into the Middleton Academy program, the Registrar completes an official transcript evaluation. The evaluation details the courses which Middleton accepts for credit and also the remaining courses needed to obtain a high school diploma. The results of the transcript evaluation are shared with the student and guardian before enrolling in classes.

Withdrawal Policy

Because students are permitted a calendar year (12 months) to complete their online work for each full credit course, students who have completed less than 20% of their course work are eligible to withdraw without a failing grade at any time during the calendar year. Students who withdraw after completing 20% or more of the class shall be assigned a grade. Refunds for withdrawals shall be given according to the Middleton Academy Refund Policy which is listed on the enrollment agreement, the website, and is also located in the Student Handbook.

Extension of Time to Complete Class

If a student does not complete all of their course requirements within the allotted time frame, additional time may be authorized to submit final work products. The student must contact their teacher in advance to request this extension.

Refunds and Cancellation Policy

Cancellation Request

Middleton Academy shall issue a full refund of tuition if the school is notified of the student's decision to cancel the enrollment within the first 5 days of enrolling in the course, regardless if any assignments have been submitted. The 5 calendar days begins when the student signs the enrollment agreement.

- The cancellation request may be conveyed to Middleton Academy in any way, such as by telephone, fax, email, or by letter.
- If notification of cancellation occurs after 5 days of enrolling, Middleton Academy shall retain a non-refundable registration fee of \$75.00 to handle admissions review costs.

Students who request cancellation of a course after the first 5 days of enrolling into a course

shall receive a refund of tuition based on the percentage of the course completed at the time of notice of cancellation minus the non-refundable admissions review fee. The Admissions Review Fee covers the administrative cost for review of the student's academic transcripts.

Refund Policy

Middleton Academy shall retain the following percentages of tuition based on the student's percentage of course completion at the time of notice of cancellation:

- Up to and including completion of 10% of the course, 10% of the refundable tuition (tuition charges remaining after subtracting the non-refundable fee already retained) may be retained.
- Between completion of 10% and 25% of the course, 25% of the refundable tuition may be retained.
- Between completion of 25% and 50% of the course, 50% of the refundable tuition may be retained.
- After the student completes more than 50% of the course, Middleton Academy shall be entitled to retain the entire total course tuition.

Any money due to the student as a result of the cancellation request shall be refunded within 30 days of the cancellation request.

Note: The amount of course completed is the ratio of completed required lesson assignments received by Middleton Academy for evaluation to the total lesson assignments required to complete the course.

Grading Scale

Grades are based on all graded assignments and exam and quiz scores. Evaluation is based on the following standards:

A =	90-100
B =	80-89
C =	70-79
D =	60-69
F =	59 or below
W =	Withdrawal
I =	Incomplete

Middleton Academy Honor Code

Middleton Academy requires the highest standard of academic conduct. Students are expected to adhere to the Middleton Academy Honor Code. It is unacceptable for a student to commit plagiarism or any other form of cheating. If an instructor has reasonable evidence that cheating has occurred:

- The teacher shall report the misdeed to the school administrator and the student's parents shall be notified.
- The student shall receive a zero for the course work in question and may be subject to expulsion from the course and/or program.

In order to enroll in an Internet-delivered course students must agree to the Honor Code below.

- I agree that I cannot be listed as my own proctor.
- I agree that no member of my family may be assigned as a proctor for my work.
- I agree to follow all guidelines, policies, and procedures associated with the Middleton Academy program.
- I agree that all coursework submitted by me shall be my own work. I shall receive no outside help on assignments.
- I agree to the terms of the refund policy.
- I agree that the final exam or any exam, test, quiz, or other assignments noted by the teacher as requiring a proctor shall be monitored by an adult 21 years of age or older. The adult's name and relationship to the student, if any, shall be specified prior to school approval as a designated proctor for required exams. Arrangements should be made with the teacher to schedule exam times. A proctor should be at least 21 years old and not related to the student (i.e. neighbor, family friend, guidance counselor).

Discipline Policy

Just as in the traditional classroom, virtual classroom students are expected to conduct themselves appropriately. Courteous, timely and well-informed participation is expected throughout the entire term. Use of profanity, off-color remarks, bullying other students or rudeness is not acceptable. All serious discipline issues will be reported directly to the Principal.

Course Information

Course Assessment and Participation Requirements

To achieve success, students are expected to submit work in each course weekly. Students can learn at their own pace; however, “any pace” still means that students must make progress in the course every week. To measure learning, students complete self-checks, practice lessons, multiple choice questions, projects, discussion-based assessments, and discussions. Students are expected to maintain regular contact with teachers. When teachers, students, and parents work together, students are successful.

Materials

Unless otherwise stated in the course descriptions, the only materials students need for their Middleton Academy courses are as follows:

- Students should have access to a computer.
- Students should have Internet access. Continuous broadband Internet access is recommended.
- The ability/permission to install plug-ins or software (e.g., Adobe Reader or Flash) is recommended.
- The ability to download and save files and documents to a computer.

Course Descriptions

Course Outlines for all courses are found at <https://www.apexlearning.com/catalog>

LANGUAGE ARTS

English 9

Course Description: English 9 introduces students to informational and literary genres. Students investigate the elements of nonfiction and literature through the critical analysis of texts that range from essays, speeches, articles and historical documents to a novella, a play, poetry, and short stories. As they develop their writing skills and respond to theses, students learn to formulate arguments and use textual evidence to support their position. Throughout the course, students learn to engage with a variety of media types through which they process and synthesize information, discuss material, create presentations, and share their work.

English 9 supports all students in developing the depth of understanding and higher order skills required by the state standards. Students break down increasingly complex readings with close reading tools, guided instruction, and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and written assignments and presentations, learning to communicate clearly and credibly in literary, argumentative, and informational styles. Throughout the course, students are evaluated through a diversity of assessments designed to prepare them for the content, form, and depth of state exams.

This course is built to state standards.

Course Prerequisites: None

Credits: 1.0

Estimated Completion Time: 9-36 weeks

English 10

Course Description: English 10 builds upon students' foundation of critical reading and analytical writing skills. Using textual materials including investigative journalism, essays, articles, historical documents, short stories, drama and poetry, students analyze the use of elements in literature and nonfiction. They develop their writing skills and respond and learn to refine arguments and organize evidence to support their position. To hone listening and speaking skills, students engage with a variety of media through which they analyze and synthesize information, discuss material, create presentations, and share their work.

English 10 supports all students in developing the depth of understanding and higher order skills required by the state standards. Students break down increasingly complex readings with close reading tools, guided instruction, and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and written assignments and presentations, learning to communicate clearly and credibly in literary, argumentative, and informational styles.

This course is built to state standards.

Course Prerequisites: Prior completion of English 9 is recommended

Credits: 1.0 (0.5 per segment)

Estimated Completion Time: 2 segments/9-36 weeks

English 11

Course Description: English 11, students examine the belief systems, events, and literature that have shaped the United States. Starting with the Declaration of Independence, students explore how the greatest American literature tells the stories of individuals who have struggled for independence and freedom: freedom of self, freedom of thought, freedom of home and country. Students reflect on the role of the individual in Romantic and Transcendentalist literature that considers the relationship between citizens and government. Students question whether the American Dream is still achievable while examining Modernist disillusionment with American idealism. By reading the words of Frederick Douglas and other pioneers of civil rights, students look carefully at the experience of minorities and their struggle to achieve equality. Finally, students reflect on how individuals cope with the influence of war, cultural tensions, and technology in the midst of trying to build and secure their own personal identity.

English 11 supports all students in developing the depth of understanding and higher order skills required by the state standards. Students break down increasingly complex readings with close reading tools, guided instruction, and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and written assignments and presentations, learning to communicate clearly and credibly in literary, argumentative, and informational styles.

This course is built to state standards.

Course Prerequisites: Successful completion of English 9 and English 10 is recommended.

Credits: 1.0 (0.5 per segment)

Estimated Completion Time: 2 segments/9–36 weeks

English 12

Course Description: In English 12, students explore British and world literature from of a variety of genres and historical contexts. Beginning with *The Odyssey* and *Beowulf*, students grapple with the question of how cultures define monstrosity and heroism—a theme that recurs throughout the course. That theme continues into an analysis of *The Tempest*, along with considerations of how language can be used to empower or subjugate. As students delve into literature of the 18th century, they respond to the satire of Jonathan Swift and arguably the first realistic fictional novel, *Robinson Crusoe*. As the question of how cultures and individuals define monstrosity and heroism deepen, students examine how humans define and interact with what is perceived as "other." In analyzing *Frankenstein*, students are able to witness the

struggle between monstrosity and heroism in both external and internal conflicts, through the lens of a writer of the Romantic era. Moving into the 20th century, students examine the rhetoric of wartime speeches by World War II's most prominent leaders. They are also given the opportunity to reflect on and respond to the writings of colonists and those they colonized, and to consider how imperialistic attitudes might be reflected in contemporary scenarios. Finally, students enter the modern era, reading a one-act play, examining a technical document, and analyzing the effects media has on our perception of reality.

English 12 supports all students in developing the depth of understanding and higher order skills required by the state standards. Students break down increasingly complex readings with close reading tools, guided instruction, and robust scaffolding as they apply each of the lesson's concepts back to an anchor text. Students build their writing and speaking skills in journal responses, discussions, research, and written assignments and presentations, learning to incorporate language conventions to communicate clearly and credibly in literary, argumentative, and informational styles.

This course is built to state standards.

Course Prerequisites: Successful completion of English 9, English 10 and English 11 is recommended.

Credits: 1.0 (0.5 per segment)

Estimated Completion Time: 2 segments/9-36 weeks

NOTE English Honors 9-12 courses are also available.

Creative Writing*

Course Description: Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing.

Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm and alliteration. They also explore poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles.

In addition to applying literary craft elements in guided creative writing exercises, students engage in critical reading activities designed to emphasize the writing craft of a diverse group of authors. Students study short stories by authors such as Bharati Mukherjee and Edgar Allan Poe, learning how to create believable characters and develop setting and plot. Likewise, students read poetry by canonical greats such as W. B. Yeats and Emily Dickinson as well as contemporary writers such as Pablo Neruda, Sherman Alexie, and Alice Notley. Studying the writing technique of a range of authors provides students with models and inspiration as they develop their own voices and refine their understanding of the literary craft.

By taking a Creative Writing course, students find new approaches to reading and writing that can affect them on a personal level, as the skills they gain in each lesson directly benefit their own creative goals. Students who are already actively engaged writers and readers learn additional tools and insight into the craft of writing to help them further hone their skills and encourage their creative as well as academic growth.

This course is built to state standards and informed by the National Council of Teachers of English (NCTE) standards.

No required or optional materials.

Course Prerequisites: Successful completion of English 10 is recommended.

Credits: 0.5

Estimated Completion Time: 9-18 weeks

SOCIAL STUDIES

U.S. Government and Politics*

Course Description: In U.S. Government and Politics, students examine the history, principles, and function of the political system established by the U.S. Constitution. Starting with a basic introduction to the role of government in society and the philosophies at the heart of American democracy, this course provides students with the knowledge needed to be informed and empowered participants in the U.S. political system.

Through critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to conduct research, analyze sources, make arguments, and take informed action. In written assignments, students address critical questions about U.S. politics and the role of individual Americans in the politics and political organizations. In discussion activities, students respond to political opinions, take a position, and defend their own claims. Formative and summative assessments provide students — and

teachers — with ample opportunities to check in, review, and evaluate students' progress in the course.

This course is built to state standards and informed by the College, Career, and Civil Life (C3) Framework for Social Studies State Standards and the National Standard for Civics and Government.

Course Prerequisites: This course is recommended for students in 11th and 12th grade.

Credits: (0.5)

Estimated Completion Time: 1 segment 6-18 weeks

Virginia and American History

Course Description: Virginia and United States History traces the nation's history from the pre-colonial period to the present. Students learn about the Native American, European, and African people who lived in America before it became the United States. They examine the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system. Students investigate the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in civil war. The course describes the emergence of the United States as an industrial nation and then focuses on its role in modern world affairs. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

This course is built to state standards and informed by the National Council for History Education, National Center for History in the Schools, and National Council for Social Studies.

Course Prerequisites: 10th or 11th grade status and English 9 recommended

Credits: 1.0 (0.5 per segment)

Estimated Completion Time: 2 segments / 9-36 week

World Geography

Course Description: World Geography offers a tightly focused and scaffolded curriculum that enables students to explore how geographical features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Throughout the course students analyze geographic information such as maps, photographs, and demographic statistics. They also describe and evaluate the influence of globalization. To scaffold their analysis, students are given rigorous instruction on how to read and create maps, charts, and graphs.

To structure knowledge in a manner that allows students to think as geographers, the course is organized around the geographic themes of location, place, religion, migration, and human environment interaction. These themes are addressed through the lenses of physical geography, cultural geography, political geography, and globalization and economics.

Students are supported in applying their new geography skills through a variety of assignments such as Practices, Journals, and Discussions as they examine issues near to home and worldwide.

This course is built to state standards. No required or optional materials.

Course Prerequisites: None

Credits: 1.0 (0.5 per segment)

Estimated Completion Time: 2 segments / 9-36 week

World History and Geography to 1500

Course Description: World History & Geography to 1500 traces the development of civilizations around the world from prehistory to 1500.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, science and technology, and the arts.

Topics covered in this course include the birth of civilizations; the classical civilizations of India, China, Greece, and Rome; the rise of new empires such as the Byzantine; and an examination of civilizations in Africa and North and South America. From there, students journey to the Middle Ages and into the Renaissance.

Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces.

This course is built to state standards and further informed by standards from the National Council for History Education, the National Center for History in the Schools, and the National Council for Social Studies.

No required or optional materials.

Course Prerequisites: None

Credits: 1.0 (0.5 per segment)

Estimated Completion Time: 2 segments / 9-36 week

World History and Geography 1500 to Present

Course Description: In World History & Geography 1500 to Present, students study the major turning points that shaped the modern world including the expansion of Islamic and Asian empires, transoceanic exploration, the Atlantic slave trade, the Enlightenment, industrialization, imperialism, nationalism, political revolutions, the world wars, the Cold War, decolonization, and globalization. By presenting content from multiple perspectives and through diverse primary and secondary source materials, this course not only provides students with a solid foundation in the history of the modern era, but it also prepares students to be active and informed citizens of the world.

Through critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to conduct research, analyze sources, make arguments, and take informed action. In written assignments, students address critical questions about the history of the modern era. In discussion activities, students respond to diverse opinions, take positions, and defend their own claims. Formative and summative assessments provide students — and teachers — with ample opportunities to check in, review, and evaluate students' progress in the course.

This course is built to state standards.

No required or optional materials.

Course Prerequisites: World History to 1500

Credits: 1.0 (0.5 per segment)

Estimated Completion Time: 2 segments / 9-36 week

Multicultural Studies*

Course Description: Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences. Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures.

In online Discussions and Polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity.

This course is built to state standards and informed by the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies as well as the National Standards for History published by the National Center for History in Schools (NCHS).

No required or optional materials.

Course Prerequisites: None

Credits: 0.5

Estimated Completion Time: 9-18 weeks

Virginia and United States History

Course Description: Virginia and United States History traces the nation's history from the pre-colonial period to the present. Students learn about the Native American, European, and African people who lived in America before it became the United States. They examine the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system. Students investigate the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in civil war. The course describes the emergence of the United States as an industrial nation and then focuses on its role in modern world affairs.

Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary

Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

This course is built to state standards and informed by the National Council for History Education, the National Center for History in the Schools, and the National Council for Social Studies.

No required or optional materials.

Course Prerequisites: None

Credits: 1.0 (0.5 per segment)

Estimated Completion Time: 2 segments / 9-36 week

Economics and Personal Finance

Course Description: Economics and Personal Finance develops students' economic reasoning through an analysis of the U.S. economy, the global economy, and personal finance. The course covers fundamental principles of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflation, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East. The course extends students' understanding of these principles in the context of personal finance, exploring issues such as career planning, budgeting, credit, taxes, investing, insurance, loans, and major purchases.

In the course, students hone their analytic writing through a scaffolded series of written assignments. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content. Journal activities provide introspective opportunities for students to apply concepts on a personal scale as well as analyze scenarios from a third-party perspective. Discussions help

students network with each other by sharing personalized strategies and goals and recognizing the diversity of life and career plans within a group.

This course is built to Virginia's standards for Economics and Personal Finance.

No required or optional materials.

Course Prerequisites: None

Credits: 1.0 (0.5 per segment)

Estimated Completion Time: 2 segments / 9-36 week

Sociology*

Course Description: Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies. Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists. In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics.

This course is built to state standards and the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies.

No required or optional materials.

Course Prerequisites: None

Credits: 0.5 per segment

Estimated Completion Time: 9-18 weeks

Psychology*

Course Description: Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around

challenge questions, such as “What is happiness?” Students answer these questions before, during, and after they interact with direct instruction.

This course is built to state standards and informed by the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

No required or optional materials.

Course Prerequisites: None

Credits: 0.5

Estimated Completion Time: 9-18 weeks

MATHEMATICS

Algebra I

Course Description: Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include problem-solving with basic equations and formulas; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses. This course supports students as they develop computational fluency, deepen conceptual understanding, and apply mathematical knowledge. Students discover new concepts through guided instruction and confirm their understanding in an interactive, feedback-rich environment.

A variety of activities allow for students to think mathematically in a variety of scenarios and tasks. In Discussions, students exchange and explain their mathematical ideas. Modeling activities ask them to analyze real-world scenarios and mathematical concepts. Journaling activities have students reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. And in Performance Tasks, students synthesize their knowledge in novel, real-world scenarios, make sense of multifaceted problems, and persevere in solving them.

This course is built to state standards. Throughout the course, students are evaluated by a variety of assessments designed to prepare them for the content, form, and depth of state

exams.

No required or optional materials.

Prerequisites: Math 8 or Introductory Algebra

Credits: 1.0 (0.5 per segment)

Estimated Completion Time: 2 segments/9–36 weeks

Algebra II

Course Description: Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define those functions. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include quadratic equations and functions; polynomial functions; rational expressions and functions; radical expressions and functions; exponential and logarithmic functions; trigonometric functions; modeling with functions; probability and inferential statistics; probability distributions; and sampling distributions and confidence intervals.

This course supports all students as they develop computational fluency and deepen conceptual understanding. Students begin each lesson by discovering new concepts through guided instruction, then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them.

This course is built to state standards.

Course Prerequisites: Algebra I

Credits: Credits: 1.0 (0.5 per segment)

Estimated Completion Time: 2 segments/9–36 weeks

Geometry

Course Description: Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their

knowledge in new situations.

Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

This course supports all students as they develop computational fluency and deepen conceptual understanding. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them.

This course is built to state standards.

Course Prerequisites: Algebra I or its equivalent

Credits: 1.0 (0.5 per segment)

Estimated Completion Time: 2 segments/9-36 weeks

Pre-Calculus

Course Description: Precalculus is a course that combines reviews 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. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. 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.

Within each Precalculus lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills by working through a low-stakes problem set before moving on to formal assessment. Unit-level Precalculus assessments include a computer-scored test and a scaffolded, teacher-scored test.

The course is built to state standards and the National Council of Teachers of Mathematics

(NCTM) standards.

Course Prerequisites: Algebra I, Geometry & Algebra II

Credits: 1.0

Estimated Completion Time: 2 segments/9–36 weeks

Algebra I, Algebra II, Geometry and Pre-Calculus are available as Honors Courses

Probability and Statistics

Course Description: Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Students are challenged to work toward mastery of computational skills, apply calculators and other technology in data analysis, deepen their understanding of key ideas and solution strategies, and extend their knowledge through a variety of problem-solving applications.

Course topics include types of data, common methods used to collect data, and representations of data, including histograms, bar graphs, box plots, and scatterplots. Students learn to work with data by analyzing and employing methods of extending results, involving samples and populations, distributions, summary statistics, experimental design, regression analysis, simulations, and confidence intervals.

Ideas involving probability — including sample space, empirical and theoretical probability, expected value, and independent and compound events — are covered as students explore the relationship between probability and data analysis.

Extended projects allow for more open-ended, extended applications of concepts and skills. Students collect and analyze statistical data about a topic that interests them, and they apply probability concepts in a real-world context.

The content is aligned with state standards.

This course has required materials. For more information, see the [Course Materials List](#).

Course Prerequisites: Algebra I, Geometry & Algebra II

Credits: 1.0

Estimated Completion Time: 2 segments/9–36 weeks

SCIENCE

Earth Science

Course Description: Earth Science I offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space.

Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. Optional teacher-scored labs and projects encourage students to apply the scientific method.

This course is built to state standards and informed by the National Science Teachers Association (NSTA).

This course has required materials. For more information, see the [Course Materials List](#).

Course Prerequisites: None

Credits: 1.0

Estimated Completion Time: 2 segments/9-36 weeks

Physical Science

Course Description: Physical Science offers a focused curriculum designed around the understanding of foundational physical science concepts, including the nature of matter, energy, and forces, as well as the application of scientific and engineering practices.

Course topics include energy, forces, electromagnetism, waves, matter, chemical reactions, and nuclear reactions. Teacher-scored labs encourage students to apply the scientific method.

Students discover new concepts through guided instruction and confirm their understanding in an interactive, feedback-rich environment. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

A variety of activities encourage students to think scientifically. Lab and Project activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science and engineering. Virtual Lab activities allow

students to engage in investigations that require long periods of observation at remote locations and to explore simulations that scientists use to test predictions. In Discussions, students compare their lab results and exchange ideas about their investigations. Practice and Explore activities provide additional opportunities for students to apply learned concepts and practice their writing and scientific reasoning skills.

This course is built to state standards.

This course has required materials. For more information, see the [Course Materials List](#).

Course Prerequisites: None

Credits: 1.0

Estimated Completion Time: 2 segments/9–36 weeks

Environmental Science

Course Description: Environmental Science explores the biological, physical, and sociological principles related to the environment in which organisms live on Earth, the biosphere. Course topics include natural systems on Earth, biogeochemical cycles, the nature of matter and energy, the flow of matter and energy through living systems, populations, communities, ecosystems, ecological pyramids, renewable and non-renewable natural resources, land use, biodiversity, pollution, conservation, sustainability, and human impacts on the environment.

The course provides students with opportunities to learn and practice scientific skills within the context of relevant scientific questions. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, deconstruct claims, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Case studies of current environmental challenges introduce each content lesson and acquaint students with real-life environmental issues, debates, and solutions. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. Virtual Lab activities enable students to engage in investigations that require long periods of observation at remote locations and to explore simulations that enable environmental scientists to test predictions. Throughout this course, students are given an opportunity to understand how biology, earth science, and physical science are applied to the study of the environment and how technology and engineering are contributing solutions for studying and creating a sustainable biosphere.

This course is built to state standards.

This course has required materials. For more information, see the [Course Materials List](#).

Course Prerequisites: None

Credits: 1.0

Estimated Completion Time: 2 segments/9–36 weeks

Chemistry

Course Description: Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills.

This course is built to state standards.

This course has required materials. For more information, see the [Course Materials List](#).

Course Prerequisites: None

Credits: 1.0 (0.5 per segment)

Estimated Completion Time: 2 segments/9–36 weeks

Biology

Course Description: Biology I is focused on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

This course is built to state standards and informed by the National Science Education Standards (NSES).

Additional course materials may be needed.

Credits: 1.0

Course Prerequisites: None

Estimated Completion Time: 2 segments/9-36 weeks

Physics I

Course Description: Physics I offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for

physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills.

This course is built to state standards and informed by the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards.

This course has required materials. For more information, see the [Course Materials List](#).

Course Prerequisites: Algebra I & Algebra II recommended

Credits: 1.0 (0.5 per segment)

Estimated Completion Time: 2 segments/9–36 weeks

HEALTH & PHYSICAL EDUCATION

Health and Physical Education

Course Description: Health and PE combines instruction in health and physical education in a full-year, integrated course. It focuses on developing skills, habits and attitudes to maintain a healthy lifestyle and applying lessons learned to physical fitness. Through active participation and real-world simulations, the course aims to demonstrate firsthand the value of conscientious lifestyle management.

Health and PE lays a foundation for making healthy decisions by building seven skills: accessing valid health information; analyzing internal and external influences; self-management; interpersonal communication; decision-making; goal setting; and advocacy. Students apply these skills to a variety of topics throughout the course, including mental and emotional health, social health, nutrition, physical fitness, substance use and abuse, disease prevention and treatment, and injury prevention and safety. Successful completion of this course will require

parent/legal guardian sign-off on student-selected physical activities on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

This course is built to state standards for health and physical education and informed by the National Health Standards (SHAPE).

No required or optional materials.

Course Prerequisites: None

Credits: 1.0 (0.5 per segment)

Estimated Completion Time: 2 segments/9-36 weeks

Health*

Course Description: Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health, social health, nutrition, physical fitness, substance use and abuse, disease prevention and treatment, and injury prevention and safety.

Through use of accessible information and project-based learning, students apply the skills they need to stay healthy. These skills include identifying and accessing valid health information, practicing self-management, identifying internal and external influences, communicating effectively, making healthy decisions, setting goals, and advocating. Students who complete Health build the skills they need to protect, enhance, and promote their own health and the health of others.

This course is built to state standards.

No required or optional materials.

Prerequisites: - None

Length: - One semester

Physical Education*

Course Description: Physical Education combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives.

Specific areas of study include: Cardiovascular exercise and care, safe exercising, building

muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

Physical Education is built to state standards and informed by the Presidential Council on Physical Fitness and Sports standards.

No required or optional materials.

Prerequisites: - None

Length: - One semester

Credit: .5

LANGUAGE

Spanish I

Course Description: Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe.

The material in this course is presented at a moderate pace.

This course is built to the American Council on the Teaching of Foreign Languages (ACTFL) standards.

This course has required materials. For more information, see the [Course Materials List](#).

Prerequisites: None **Credits:** 1.0

Estimated Completion Time: 2 segments/32-36 weeks

Spanish II

Course Description: Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

The material in this course is presented at a moderate pace.

This course is built to the American Council on the Teaching of Foreign Languages (ACTFL) standards.

This course has required materials. For more information, see the [Course Materials List](#).

Prerequisites: Spanish I

Credits: 1.0

Estimated Completion Time: 2 segments/32-36 weeks

Spanish III

Course Description: In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish.

Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the

correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language.

This course is built to the American Council on the Teaching of Foreign Languages (ACTFL) standards.

This course has required materials. For more information, see the [Course Materials List](#).

Prerequisites: Spanish I & Spanish II

Credits: 1.0

Estimated Completion Time: 2 segments/32-36 weeks

French I

Course Description: French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people.

The material in this course is presented at a moderate pace.

This course is built to the American Council on the Teaching of Foreign Languages (ACTFL) standards.

This course has required materials. For more information, see the [Course Materials List](#).

French II

Course Description: French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture.

Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

The material in this course is presented at a moderate pace.

This course is built to the American Council on the Teaching of Foreign Languages (ACTFL) standards.

This course has required materials. For more information, see the [Course Materials List](#).

Prerequisites: French I

Credits: 1.0

Estimated Completion Time: 2 segments/32-36 weeks

ELECTIVES

Art Appreciation*

Course Description: Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the Americas.

Coverage of each artistic movement highlights historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art.

This course is built to state standards and informed by the Consortium of National Arts Education Associations standards. It encompasses a variety of skills to enable students to critique, compare, and perhaps influence their own works of art.

No required or optional materials.

Course Prerequisites: None

Credits: 0.5

Estimated Completion Time: 1 segment 6-18 weeks

College and Career Preparation I

Course Description: High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers. In College and Career Preparation I, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable.

Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world.

Students who complete College and Career Preparation I have the basic skills and foundation of knowledge to progress into College and Career Preparation II, the capstone course that provides hands-on information about the transition from high school to college and career.

This course is built to the American School Counselors Association National Standards for school counseling programs.

No required or optional materials.

Course Prerequisites: None

Credits: 0.5

Estimated Completion Time: 1 segment 6-18 weeks

College and Career Preparation II*

Course Description: High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

College and Career Preparation II builds on the lessons and skills in College and Career Preparation I. The course provides a step-by-step guide to choosing a college. It walks students through the process of filling out an application, including opportunities to practice, and takes

an in-depth look at the various college-admission tests and assessments, as well financial aid options. College and Career Preparation II also instructs students in interviewing techniques and provides career guidance. Students explore valuable opportunities such as job shadowing and internships when preparing for a career.

Students who complete this course obtain a deeper understanding of college and career readiness through informative, interactive critical thinking and analysis activities while sharpening their time management, organization, and learning skills that they learned in College and Career Preparation I. College and Career Preparation II prepares students with the knowledge and skills to be successful in college and beyond.

This course is built to the American School Counselors Association National Standards for school counseling programs.

No required or optional materials.

Prerequisites: Part I

Credits: 0.5

Estimated Completion Time: 1 segments/6-18 weeks

Mathematics of Personal Finance

Course Description: Mathematics of Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning.

Students then extend their investigations using more advanced mathematics, such as systems of equations (when studying cost and profit issues) and exponential functions (when calculating interest problems). To assist students for whom language presents a barrier to learning or who are not reading at grade level, Mathematics of Personal Finance includes audio resources in both Spanish and English.

This course is built to state standards as they apply to Mathematics of Personal Finance and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

This course has required materials. For more information, see the [Course Materials List](#).

Course Prerequisites: Algebra and Geometry

Credits: 1.0

Estimated Completion Time: 2 segments/9---36 weeks

Media Literacy*

Course Description: Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world. In a world saturated with media messages, digital environments, and social networking, concepts of literacy must expand to include all forms of media. Today's students need to be able to read, comprehend, analyze, and respond to non-traditional media with the same skill level they engage with traditional print sources.

A major topic in Media Literacy is non-traditional media reading skills, including how to approach, analyze, and respond to advertisements, blogs, websites, social media, news media, and wikis. Students also engage in a variety of writing activities in non-traditional media genres, such as blogging and podcast scripting.

Students consider their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students learn how to ask

critical questions about the intended audience and underlying purpose of media messages, and study factors which can contribute to bias and affect credibility.

This course is built to state standards and informed by The National Association for Media Literacy Education's Core Principles of Media Literacy Education.

No required or optional materials.

Prerequisites: This course is intended for students in grades 9–12.

Credits: 0.5

Estimated Completion Time: 1 Segments / 6–18 weeks

Accounting

Course Description: Accounting examines how to make decisions about planning, organizing, and allocating resources using accounting procedures. Throughout the course, students focus on double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording revenues, expenses, assets, and liabilities; and the preparation of financial statements.

This course allows students to explore careers in accounting while learning skills applicable to any professional setting. Students will engage in project-based activities such as analyzing financial statements; implementing the accounts payable and accounts receivable process; and determining payroll expenses and taxes. Active learning ensures that students continually focus on the technical and interpersonal skills necessary to prepare them for workplace. In addition, students will evaluate the roles and qualifications required for specific accounting careers so they can identify opportunities of interest to them.

Accounting is a full-year intermediate Career and Technical Education course applicable to programs of study in the Finance or Business Management and Administration career clusters. This course is built to state and national CTE standards. Students who successfully complete the course will be prepared to pursue certifications such as Associate in Regulation and Compliance, Certified Management Accountant, or Certified Quality Auditor.

Prerequisites: None

Credits: 1.0

Estimated Completion Time: 2 segments/30–36 weeks

Business Applications*

Course Description: Business Applications prepares students to succeed in the workplace. Students begin by establishing an awareness of the roles essential to an organization's success, and then work to develop an understanding of professional communications and leadership skills. In doing so, students gain proficiency with word processing, email, and presentation management software.

This course allows students to explore careers in business while learning skills applicable to any professional setting. Through a series of hands-on activities, students will create, analyze, and critique reports, letters, project plans, presentations, and other professional communications. Regular engagement in active learning ensures students can continually refine the skills necessary to prepare them for work. In addition, students will evaluate the qualifications required for specific careers so they can identify opportunities that are of interest to them.

Business Applications is an introductory level Career and Technical Education course applicable to programs of study in business, management, and administration; information technology; and other career clusters. This course is built to state and national standards. Students who successfully complete the course can go on to obtain the Microsoft® Office Specialist: Microsoft® Office Word certification.*

*Microsoft is a registered trademark of Microsoft Corporation in the United States and/or other countries.

Prerequisites:

Credits: .5

Length: 6-18 weeks

Introduction to Business and Technology

Course Description: Introduction to Business and Technology provides the foundational knowledge and skills students need for careers in business and technology. Throughout the course, students gain a knowledge of business principles and communication skills, an understanding of the impact of financial and marketing decisions, and proficiency in the technologies required by business. Students will also learn the essentials of working in a business environment, managing a business, and owning a business.

This course allows students to explore careers in business and information technology while learning skills applicable to any professional setting. Through a variety of hands-on activities, students will engage with word processing, presentation, and spreadsheet software and explore operating systems, networking, and the Internet. Regular engagement in active learning

ensures students can continually refine the skills necessary to prepare them for work. In addition, students will evaluate the qualifications required for specific careers so they can identify opportunities of interest to them.

Introduction to Business and Technology is a full-year introductory Career and Technical Education course applicable to programs of study in the Business, Management and Administration and Information Technology career clusters, as well as other career clusters. This course is built to state and national standards. Students who successfully complete the course will be prepared to pursue certifications such as Microsoft® Office Specialist certifications in Microsoft Word, Microsoft Excel and Microsoft Access, as well as IC3 certification.

This course has required materials. For more information, see the [Course Materials List](#).

Prerequisites: None

Credits: 1.0

Estimated Completion Time: 2 segments/30-36 weeks

Introduction to Health and Medical Sciences

Course Description: Introduction to Health and Medical Sciences provides knowledge and skills students need for careers in health care. Students explore the services, structure, and professions of the health care system and get guidance on choosing a specific career path in health services, including career paths in emergency medicine, nutrition, and alternative medicine.

Students focus on day-to-day skills and expectations for health professionals, which include promoting wellness, maintaining a safe environment, creating medical records, and practicing good communication, collaboration, and leadership. In addition, students will expand their understanding of health and safety systems, how to address emergency situations, and deal with infection control issues. Students will also explore topics in medical science, terminology, procedures, and regulations - including an overview of physiology and medical measurements.

Using real-life scenarios and application-driven activities, students learn the responsibilities and challenges of being health care professionals and deepen their knowledge of various career options. In addition to building their understanding of technical concepts and skills, students evaluate the qualifications required for specific careers and develop personal career plans to pursue work in the health care industry and extend their knowledge of oral and written communication in health science.

Introduction to Health and Medical Sciences is a full-year Career and Technical Education course for programs of study in health sciences. This course is built to state and national standards.

No required or optional materials.

Prerequisites: None

Credits: 1.0

Estimated Completion Time: 2 segments/30-36 weeks

Computer Applications*

Course Description: Computer Applications provides an introduction to software applications that prepares students to succeed in the workplace and beyond. Students will develop an understanding of professional communications and leadership skills while gaining proficiency with word processing, email, and presentation management software. Students will also be able to demonstrate digital literacy through basic study web publishing and design, spreadsheets and database software.

This course allows students to explore careers in the fields of business and information technology while learning skills applicable to any professional setting. Through a series of hands-on activities, students will create, analyze, and critique reports, letters, project plans, presentations, and other professional communications. Regular engagement in active learning ensures students can continually refine the skills necessary to prepare them for work. In addition, students will evaluate the qualifications required for specific careers so they can identify opportunities that are of interest to them.

Computer Applications is an introductory level Career and Technical Education course applicable to programs of study in Business Management and Administration, Information Technology, and other career clusters. This course is built to state and national standards.

Additional course materials may be needed. Consult with your rep or school district.

Prerequisites: None

Credits: 0.5

Estimated Completion Time: 1 segments/6-16 weeks