

# PATHWAYS

STUDENT HANDBOOK



**2017-2018**

**Student Handbook**  
**NAMPA**



# Pathways In Education

2017-2018 School Year

Dear Student:

Welcome to Pathways In Education. The faculty, staff and administration look forward to working with you and your family during the time you spend in our program. You will be given the responsibility for actively participating in your educational process. With the help of your teachers, you will be guided through what we hope will be a productive and rewarding educational experience for you.

We are here to help facilitate your goals, as long as they are positive. It will be your responsibility to complete your course assignments and keep all scheduled appointment times. If you are having difficulty, our teachers are happy to meet with you, one-on-one, or in small groups to help facilitate your learning process. Pathways In Education also provides an experiential and life skills program that focuses on your career, academic, personal and social development.

Please share this information with your parent(s) who will be involved in your overall learning experience.

Sincerely,

Susan Lux  
Principal  
PIE-Nampa

Jessica Ray  
Assistant Superintendent  
Pathways In Education

Kristi Duenas  
Senior Director of Academics  
Pathways In Education

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## Section I: Introduction

### About the Student Handbook

This handbook is intended to provide students, teachers, aides and parents with a guide to academic and program requirements. It is our hope that every student and parent will read all of the information carefully and discuss it before enrolling in Pathways In Education. Planning a school program is very important and careful thought should be given to future educational and vocational goals, aptitudes, past academic achievement and willingness to work. If you have any questions, please contact your local school or supervising teacher or log on to the Pathways In Education website at [www.pathwaysedu.org](http://www.pathwaysedu.org). On the website you will find information about Pathways In Education programs and schedules, as well as links to a wide array of educational resources.

### History of the Program

Pathways In Education is a non-profit, public benefit corporation specializing in developing and implementing programs that expand educational opportunities for public school students. Pathways In Education's programs are patterned after the success of charter schools in California, all of which have received accreditation from the Western Association of Schools and Colleges (WASC).

### Description of the Program

Pathways In Education is an academic recovery program specifically tailored for "non-traditional" students using a guided individualized learning format. Students who have previously experienced difficulty in traditional schools find success with the program. Pathways In Education combines individualized learning plans with self-esteem and leadership development. Students are enrolled in courses leading toward a high school diploma. Enrollment in the program is voluntary.

Pathways In Education is a public school dedicated to providing quality educational services to students and families. The unique features of the program include:

- ❖ *Open Entry* – A student can enroll virtually any weekday of the year. No need to wait for a class or semester to start.
- ❖ *Continuous Learning* – Pathways In Education operates year round. No long vacations to interrupt the learning process.
- ❖ *Flexible Self-Paced Rate of Learning* – Students set their own time and pace for learning. They do not have to sacrifice family or work commitments to meet educational schedules.
- ❖ *Criterion Based Learning* – In core subjects, only material that has not been mastered is required. Learning is focused on the specific skills needed to achieve maximum advancement in minimum time.
- ❖ *Subject Matter Concentration* – Enrollment in one to two courses at a time allows for greater in-depth learning and results in less confusion.

## **Vision Statement**

Pathways In Education is the best non-traditional public school, empowering underserved students by unlocking their passions and dreams and moving them daily toward graduation and creating life-long learners..

## **Mission Statement**

Pathways In Education Schools are exemplary models of a successful blended learning program. Our staff empowers, inspires, and connects with our students to help them achieve their goals, positively change their lives, and make their dreams a reality. Our schools are supportive environments where all stakeholders are successful.

## **Core Values**

Mutual Trust    Mutual Respect    Compassion    Integrity    Resilience

## **Expected Student Outcomes (ESOs)**

It is the belief of the Pathways In Education stakeholders that students are unique individuals who:

- ❖ Can learn
- ❖ Are capable of self-improvement
- ❖ Are capable of quality work
- ❖ Are worthy of a positive dream for their future and can develop positive life plans
- ❖ Will flourish in a positive school environment with instruction personalized to their needs

Upon graduation, Pathways In Education students are expected to be life-long learners in the 21st Century. To that end, the program seeks to teach students how to be:

### **Responsible**

- ❖ Work independently and with others when appropriate
- ❖ Finish assigned work
- ❖ Attend appointments regularly and be on time
- ❖ Manage time efficiently
- ❖ Make and keep commitments

### **Independent Achievers**

- ❖ Earn a Diploma
- ❖ Get a good job, go on to college or trade school or own a business
- ❖ Make good judgments under pressure
- ❖ Discover and use many different resources in order to make good decisions
- ❖ Continue learning outside the classroom
- ❖ Set positive goals that will lead to the fulfillment of dreams

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### Good Citizens

- ❖ Contribute to the community in a positive way
- ❖ Do good deeds and respect the diversity of others
- ❖ Obey the law
- ❖ Contribute to the family; show by example the importance of staying in school

### Good Communicators

- ❖ Obtain the communication skills necessary to get and keep a job or go on to higher education
- ❖ Use technology to communicate effectively
- ❖ Ask for help when appropriate and not try to solve all problems alone
- ❖ Learn to express yourself clearly

### Methods of Measuring Student Progress

While all students will achieve the required standards by graduation, not all will progress at the same rate. Evaluation of that progress is based on individual abilities, interests and talents. Methods by which student progress is assessed include:

- ❖ Monthly review of work
- ❖ Oral and written tests
- ❖ Portfolios of student work product
- ❖ Teacher observation
- ❖ State mandated assessment testing
- ❖ Student demonstrations
- ❖ Student grades



## Section II: General Information

### Age of Enrollment\*

Pathways In Education may only enroll students who are between grades 9-12.

*\*These requirements are in effect unless changed or modified by the State of Idaho.*

### Grading System

The grade given in any course represents the certificated teacher's considered judgment of the degree to which the student has achieved the goals and objectives of the course. It represents the teacher's professional judgment of the quality of the student's work and the student's degree of mastery. The teacher may consult with the primary caregiver in order to obtain additional insight into the quality and mastery of the work considered. No grade may be changed by an administrator unless a clerical or mechanical mistake, fraud, bad faith or incompetence can be identified.

90-100	A	A+ 97-100 A 93-96 A- 90-92	<i>Superior achievement.</i> The student has excelled; work is of exceptional quality and stands apart.
80-89	B	B+ 87-89 B 83-86 B- 80-82	<i>Above average achievement.</i> The student has done more than is expected of a student who satisfactorily completed the objectives.
70-79	C	C+ 77-79 C 73-76 C- 70-72	<i>Average achievement.</i> The student has satisfactorily accomplished the objectives of the course.
0-69	INC	0-69.99	<i>Failure to meet the minimum requirements.</i> No credit and no grade points will be awarded.

### Credit

Students earn credit by completing the course work based on the material covered and learned in relation to the Carnegie Standard. Credits may be earned for grades "A" to "C" in all courses (grades 9-12). The school may accept transfer credits for grades "A" to "D" in applicable courses only from schools that have current accreditation. (Credits from unaccredited schools will be evaluated on an individual basis.) Standard credit is 1 unit for each semester course passed.

## Grade Level Classification

All students are expected to attend high school for eight semesters. However, if students work at an accelerated pace and complete the necessary course credit requirements, they may graduate early.

Students are classified as follows:

Grade 9 (Freshman)	0 - 13	credits earned
Grade 10 (Sophomore)	14-26	credits earned
Grade 11 (Junior)	27-39	credits earned
Grade 12 (Senior)	40-51	credits earned

Classification may be reviewed each semester.

## Withdrawal Credits

Pathways In Education is unable to award withdrawal credits for courses partially completed at their previous school and not already recorded on the previous school transcripts.

## Repeating Courses

Generally, a course cannot be repeated if the student has earned a C- grade or higher. If a student has failed a course or has not demonstrated sufficient competency, he/she may retake the course for credit. If a student has earned a “D” grade from transfer credit, he/she may retake the course, but only for the purpose of achieving a higher grade – no further credit can be awarded. Consult your instructor regarding individual situations.

## Attendance/Tuancy/Assigned Activities

The State of Idaho mandates that students attend school regularly, and Pathways In Education wants to provide a successful alternative to traditional high schools. Academic and social successes are significantly related to regular instruction and it is expected that parents and students will assume responsibility for regular school attendance. Pathways In Education allows parents and students the flexibility to attend school and learn at home. Students must complete assigned activities each school day and a minimum amount of work that is equivalent to at least [insert] Carnegie Units per month. In addition, students are required to meet with a teacher as specified in their Individualized Learning Plan (ILP). If the student fails to meet these attendance requirements, he/she may be dropped from the program.

The instructor verifies attendance based on the attendance sheet and assigned activities completed. This is necessary to keep track of the student’s progress and to verify that learning has taken place. If the student fails to initial his or her attendance sheet and submit the required assignments by the due date, the student will be counted as absent for that period.

## Disclosure of Information

Pathways In Education does not provide information to the general public regarding its students unless legally required to do so. Pathways In Education is required to disclose names, addresses and telephone numbers of Pathways In Education students to military recruiters upon request, subject to a parent's request that Pathways In Education not disclose such information. If you do not wish for your child's name, address, and/or telephone number to be disclosed to military recruiters without your prior written consent, you may opt out of this automatic selective service reporting by filling out and providing Pathways In Education with a Selective Service Disclosure Opt Out Form, which is available through a teacher.

In addition, Pathways In Education periodically provides information to parents regarding their children's school performance in compliance with the Family Education Rights and Privacy Act (FERPA).

## Student Holidays (2017-2018)

In addition to weekends (Saturday & Sunday), student holidays are not counted as school days.

*Independence Day* – July 3-4, 2017

*Labor Day* – September 4, 2017

*Veterans Day* – November 10, 2017

*Thanksgiving Break* – November 22-24, 2017

*Winter Recess* – December 18-29, 2017

*New Year's Day Holiday* – January 1, 2018

*Martin Luther King, Jr. Day* – January 15, 2018

*President's Day* – February 19, 2018

*Spring Recess* – March 29-30; April 2-3, 2018

*Memorial Day* – May 28, 2018

*President's Appreciation* – July 23-27, 2018

## Emergency or Weather Shutdown

In the event of severe weather conditions or other emergencies, Pathways In Education may be closed. Each of the schools follow the decision of the superintendent or his designee regarding school closings. Parents/guardians should listen to the radio, watch local TV stations, and contact their school directly.

## Internet Rules and Regulations

Pathways In Education actively attempts to offer students and staff advanced technology and increased access to learning opportunities. We are happy to announce that we offer Internet services through the Pathways In Education Computer Network. This computer technology allows students and staff to access and use information sources from distant computers, communicate and share information with individuals or groups of other students and staff, and significantly expand their knowledge base. The Internet is a tool for life-long learning and only begins to open the door to many advanced research tools. Students and staff must understand and make proper and ethical use of this new learning opportunity.

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**Conditions and Rules for Use:****Acceptable Use**

The purpose of the Internet is to facilitate communications in support of research and education by providing access to unique resources and an opportunity for collaborative work. To remain eligible as a user, the use of your account must be in support of and consistent with the educational objectives of Pathways In Education. Access to the Internet is made possible through the Pathways In Education Computer Network at its sole discretion. The Pathways In Education corporate office and all users of the Pathways In Education Computer Network must comply with existing rules and acceptable use policies, which are incorporated into this document and are also available from the corporate office.

Transmission of any material in violation of any federal or state law or regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material or material protected by trade secret.

Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.

The Pathways In Education Computer Network contains copyrighted material and/or other proprietary information. The materials contained on or otherwise made available to you on the Pathways In Education Computer Network may be copyrighted by Pathways In Education and are thus protected by copyright laws and regulations worldwide. Except as may otherwise be expressly permitted by applicable law, any copying, automated browsing or downloading, redistribution, publication or commercial exploitation of any material contained on or otherwise made available to you on the Pathways In Education Computer Network is strictly prohibited without the prior written permission of Pathways In Education.

**Controversial Material**

Pathways In Education has gone to great lengths to provide the necessary hardware and software to filter the Internet content that is accessible through our network while still allowing our students the freedom to access the Internet's many resources. Despite these precautions, users may encounter material that is controversial or offensive and which users, parents, teachers or administrators may consider inappropriate or offensive. It is impossible to control all data that an industrious user may discover on a global network. It is the user's responsibility not to initiate access to controversial or offensive material. Pathways In Education reserves the right to regulate the content and material on the Internet through the Pathways In Education Computer Network. In no event shall Pathways In Education be liable for either intentional or inadvertent student access to controversial or offensive materials.

**Monitoring**

Pathways In Education reserves the right to review any material on user accounts and to monitor filespace in order to make determinations on whether specific uses of the network are inappropriate.

**User Responsibilities**

Electronic mail (e-mail) must be used responsibly. Specific user responsibilities include checking e-mail regularly, remaining within your limited usage quota, if any, and not interfering with the network traffic by sending broadcasts of lists or individuals; furthermore, you are responsible for protecting your e-mail account and password. E-mail accounts are to be used only by the registered user. E-mail accounts will be awarded to users on a case-by-case basis and the Pathways In Education Computer Network administrators may remove e-mail services if a user abuses such privileges.

**Network Etiquette**

All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- ❖ Be Polite. Do not become abusive in your messages to others.
- ❖ Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- ❖ Do not engage in activities that are prohibited under state or federal law.
- ❖ Do not reveal personal information such as addresses or phone numbers of students, colleagues, staff or yourself.
- ❖ Do not use the network in any manner that disrupts the use of the network by other users.

**No Warranties**

Pathways In Education makes no warranties of any kind, whether express or implied, for the service it is providing. Pathways In Education will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by Pathways In Education's negligence or by the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. Pathways In Education specifically denies any responsibility for the accuracy or quality of information obtained through its services. All users need to consider the source of any information they obtain and determine how valid that information may be.

**Security**

Security on any computer system is a high priority, especially when the system involves many users. Users must never allow others to use their password. Users should also protect their password to ensure system security and their own privilege and ability to continue to use the system. Users are responsible for reporting any potential security problems on the Internet to a system administrator. Do not demonstrate the problem to other users. Do not use another individual's account without the express written permission of the account holder. Attempts to log on to the network as a system administrator may result in cancellation of user privileges. Any user identified as a security risk due to a history of problems with this or any other computer systems may be denied access to the Internet by Pathways In Education.

**System Misuse**

Vandalism and harassment will result in cancellation of user privileges. Vandalism is defined as any malicious attempt to harm, modify or destroy data of another user, the Internet, the Pathways In Education Computer Network or other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creating of computer viruses.

Harassment is defined as the persistent annoyance of another user or interference with another user's work. Harassment may include, but is not limited to, the sending of unwanted e-mail.

Examples of potential offenses are: removing another user's account, changing another user's password, using an unauthorized account, damaging files, altering the system or using the system to make money illegally. Users must not cause damage to any school property, including the network system.

Further violations include maliciously accessing, altering, deleting, damaging or destroying any computer system, computer network, computer program or data. Penalties may include fines and/or imprisonment. Anyone committing acts of this kind could face criminal charges and/or disciplinary action by the school. Any misuse of the Pathways In Education Computer Network will be punished to the full extent of the law

**Privilege**

The use of the Pathways In Education Computer Network is a privilege that may be revoked by the administrators of the network at any time and for any reason. Inappropriate use, including any violation of these rules and regulations or the Internet Access Consent and Waiver, may result in cancellation of network privileges. Pathways In Education, under this agreement, has delegated the authority to determine the appropriate use and may deny, revoke, suspend or close any user account at any time based upon the determination of inappropriate use by the account holder or user.

**Penalties for Improper Use**

Any user violating these rules, applicable state and federal laws or posted classroom and company rules are subject to loss of network privileges and/or any other company disciplinary options.

In addition, pursuant to state law, any unauthorized access, unauthorized attempt to access, or unauthorized use of any computing and/or network system may be in violation of the Idaho Law and/or other applicable federal laws and may be subject to criminal prosecution.

## Section III: Student Behavior

### Academic Honesty

Pathways In Education is strongly committed to nurturing academic excellence, truth, responsibility, and integrity. Our guided individualized learning program expects all students to maintain a high standard of ethics in their academic pursuits. Academic dishonesty is considered a serious matter and will not be tolerated.

Academic dishonesty includes but is not limited to the following:

- ❖ Copying from another student or knowingly allowing another to copy.
- ❖ Using unauthorized materials and/or technologies.
- ❖ Plagiarizing work, defined as the intentional or accidental appropriation of another's writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one's own written work. This definition includes electronic media such as the Internet.
- ❖ Counterfeit work, including turning in as one's own work that which was created, researched, or produced by another.
- ❖ Theft or the altering of grades, records (written or electronic) and/or teaching materials (written or electronic).

Any student found to have broken the academic honesty policy is subject to any or all of the following consequences:

- ❖ Immediate removal from the course(s) where the infraction occurred (without replacement) and may result in failure of the course.
- ❖ A due process hearing
- ❖ Suspension

### Behavior Expectations

- ❖ Follow all written and verbal agreements.
- ❖ Be courteous and respectful of others.
- ❖ Respect the property of others.
- ❖ Be prepared to learn at all times.

## Dress Standard

Students are expected to dress in accordance with the “business-like” learning environment of the school. The standards are not intended to take away individual styles, but to remove those clothing items that are taken to extremes or present ideals which the school does not wish to promote. The school considers the following items inappropriate for students to wear at school:

- ❖ Any clothing or jewelry item that depicts drugs, sex, alcohol, firearms, profanity or racism
- ❖ Sheer or revealing garments that are sexually inappropriate
- ❖ Any clothing that has a disruptive influence on the learning environment
- ❖ Pants should be worn at waist level

The teachers and staff of the school will monitor student dress. Discretion will be used by the administration and will prevail in all instances. If a problem arises, the teacher or administrator may ask the student to leave the school and return with appropriate dress, contact the student’s family, and/or request a parent-teacher conference to discuss the matter. Continued violations may result in suspension.

## Code of Conduct

- 1. Student Conduct Expectations**
- 2. Harassment, Intimidation, and Bullying Policy**
- 3. Prohibition of Weapons**
- 4. Discipline Policy**

The school will be open to all age-appropriate children without regard to race, ethnic background, disability, and/or religious affiliation and will be tuition free.

Pathways In Education will attempt to address the needs of students through a quality education program. To be effective and to fulfill this goal, Pathways In Education believes that students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not obey the rules of good conduct are interfering with the learning process and safety of others, as well as minimizing their own opportunities to learn.

In order to maintain a positive climate for learning, Pathways In Education has developed a code of conduct. Consequences for failing to comply with the code of conduct include suspension, expulsion, and possible criminal consequences if violent acts are committed on school property, at a school sponsored function, or in a firearm-free zone.



## Student Conduct Expectations

Students are required to conform to the customary rules of conduct and the normal modes of operation of the school, and to act in accordance with the following behavior expectations:

- ❖ Follow all written and verbal agreements.
- ❖ Follow Pathways' written discipline policy.
- ❖ Be courteous and respectful to others.
- ❖ Respect the property of others.
- ❖ Be prepared to learn at all times.

Teachers and staff will monitor student behavior. If a problem arises that cannot be resolved between Pathways staff and the student, the student's parent/guardian will be contacted and may be required to attend a parent-teacher conference to attempt to resolve the matter. If the student's disruptive behavior continues, the student is at risk of being suspended and/or expelled from the program.

## Harassment, Intimidation, and Bullying Policy

It is the policy of Pathways In Education to prohibit harassment, intimidation, and bullying, including but not limited to sexual, physical, verbal, written, electronic, mental, emotional and visual harassment, intimidation, bullying, and cyber-bullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the overall educational environment, and substantially disrupt the operation of school.

No student or minor present on school property or at school activities shall intentionally commit, or conspire to commit, an act of harassment, intimidation or bullying against another student.<sup>1</sup>

"Harassment, intimidation or bullying" means any intentional gesture, or any intentional written, verbal or physical acts or threats by a student that:

5. A reasonable person under the circumstances should know will have the effect of:
  - a. Harming a student.
  - b. Damaging a student's property.
  - c. Placing a student in reasonable fear of harm to his or her person.
  - d. Placing a student in reasonable fear of damage to his or her property.
2. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment for a student.

An act of harassment, intimidation or bullying may also be committed through the use of a landline, car phone or wireless telephone or through the use of data or computer software that is accessed through a computer, computer system, or computer network.<sup>2</sup>

<sup>1</sup> Idaho Code § 18-917A(1)

<sup>2</sup> Idaho Code § 18-917A(2)

Harassment, intimidation, or bullying is defined as a pattern of any one or more of the following:

1. Gestures including, but not limited to, obscene gestures and making faces.
2. Written, electronic, or verbal communications including, but not limited to, calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors. Electronic communication includes, but is not limited to, a communication or image transmitted by e-mail, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device.
3. Physical acts including, but not limited to, hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
4. Repeatedly and purposefully shunning or excluding from activities.
5. Conspiring with another individual to commit any act of harassment, intimidation, or bullying against another student.

When the pattern of behavior provided above is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property or at a school-sponsored or school-related function, event, or activity, it shall be considered harassment, intimidation, or bullying. The pattern of behavior as provided in 1-5 above must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

Harassment, intimidation, or bullying for any reason, including but not limited to, race, sex, gender, national origin, ancestry, marital status, economic status, disability, sexual orientation, and religion is a violation of both state and federal law. Verified harassers may face detention, loss of computer privileges, suspension, or expulsion. Disciplinary action will be determined by school administrators and Pathways In Education's Board of Directors. Threats of any kind and hate crimes will be reported to local law enforcement officials. Any student who violates any provision of Idaho Code §18-917A may be guilty of an infraction.<sup>3</sup>

Pathways In Education will take prompt and effective steps reasonably calculated to end the harassment, intimidation, or bullying; eliminate any hostile environment, and its effects; and prevent the harassment from recurring. Appropriate steps to end harassment may include separating the victim and perpetrator, or providing counseling for the victim and perpetrator.

Harassment, intimidation, or bullying includes any act that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, use of the district Internet system, use of a personal digital device on campus, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interference with the rights of students to be secure.

<sup>3</sup> Idaho Code §18-917A(3)

In situations in which electronic or cyber-bullying originates from a non-school computer, but is brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive to the educational process so that it markedly interrupts or severely impedes the day-to-day operations of the school.

It is important to understand that jokes, stories, cartoons, nicknames, sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.

Victims of harassment or bullying are urged to inform a teacher or school administrator immediately. Personnel are required to report, in a timely and responsive manner, any incident of harassment, intimidation, or bullying they witness or are aware of to the school principal or designee. The school principal or designee will promptly investigate any allegations of misconduct that are reasonably characterized as harassment, intimidation, or bullying. The teacher or school administrator will document the events, contact the appropriate parties, and appropriate steps will be taken. Keeping quiet or ignoring the problem will not make it go away. Harassment may also be reported by calling the toll-free *We Want to Know* HOTLINE® (800) 990-8384. Pathways In Education prohibits reprisal or retaliation against any person who reports and act of harassment, intimidation, or bullying; or cooperates in an investigation. Annually, Pathways In Education shall report bullying incidents to the state department of education in a format as set forth in rule by the same state board as required by Idaho Code § 33-512.

### **Prohibition of Weapons**

Pathways In Education is committed to providing a safe environment for all students and staff when they are at school or attending any school-sponsored event. This commitment includes the prohibition against any weapons or other objects/substances which may pose a threat to the health and safety of other students or staff members, or could be used to disrupt the educational process.

### **Discipline Policy**

#### **Due-Process Statement**

Pathways shall provide for the fair treatment of students facing disciplinary action, including suspension and expulsion, by affording them due-process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in policy, regulation, or law.

#### **Definition of Expulsion**

Expulsions shall be defined as permanent dismissals from Pathways In Education, without re-enrollment privileges, and must be approved by the Pathways in Education Board of Directors or designee(s).

### Definition of Suspension

Suspensions shall be defined as a temporary removal of a student from the student's regular school program.

- ❖ Suspended students are not allowed to be on campus or attend any school-related activities during the period of suspension.
- ❖ Students of compulsory attendance age will be provided alternative instruction upon suspension. This instruction will be comparable to that if the student would have attended school that day. In order to receive credit, students must submit the assignments to their teacher on the day of return to school upon the conclusion of the suspension period.

### Suspension Procedure

The superintendent or the principal of Pathways In Education may temporarily suspend any student for the following reasons:

1. Disciplinary reasons, including student harassment, intimidation, or bullying, or for any other conduct disruptive of good order or of the instructional effectiveness of the school.
2. Failure of the parent/guardian to furnish, or to request of a previous administration, out-of-state records for a student transferring into this district. The parent/guardian of a student transferring from out-of-state to a school in this district is required, if requested, to furnish the district accurate copies of the student's school records, including records containing information concerning violent or disruptive behavior, student harassment, intimidation, or bullying, or disciplinary action involving the student.

The temporary suspension by the principal will not exceed five (5) school days in length. The superintendent may extend the temporary suspension an additional ten (10) school days. If the Board of Directors finds that immediate return to school attendance by the temporarily suspended student would be detrimental to other students' health, welfare, or safety, the board may extend the temporary suspension for an additional five (5) school days.

Prior to suspending any student, the superintendent or principal will grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to the school by the superintendent or the principal who suspended him or her upon such reasonable conditions as the superintendent or principal may prescribe. The Board of Directors will be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

**Denial of School Attendance**

The Pathways In Education Board of Directors may deny a student enrollment, or may deny a student attendance at any of its schools by expulsion, for the following reasons:

1. The student is a habitual truant, is incorrigible, or whose conduct, in the judgment of the board, is such as to be continually disruptive of school discipline or of the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other students.
2. The student has been expelled from another school district in this state or any other state.
3. The parent/guardian fails to furnish, or to request of the out-of-state school from which the student is transferring, school records for a student transferring into Pathways In Education. The parent/guardian of a student transferring from out-of-state to a school in this district is required, if requested, to furnish Pathways In Education accurate copies of the student's school records, including records containing information concerning violent or disruptive behavior or disciplinary action involving the student.

Any student having been denied enrollment or expelled may be enrolled or readmitted to school by the Board of Directors upon such reasonable conditions as may be prescribed by the board; but such enrollment or readmission will not prevent the board from subsequently expelling such student for cause.

The Board of Directors will expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in this state or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board will report such student and incident to the appropriate law enforcement agency.

No student will be expelled or denied enrollment without first receiving the following due process rights:

1. The Board of Directors, through the superintendent or designee(s), will give written notice to the parent/guardian of the student;
2. The notice will state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent/guardian may appear to contest the action of the board to deny school attendance;
3. The notice will also state the right of the student to be represented by counsel, to produce witnesses, and submit evidence on his or her own behalf, and to cross-examine any adult witnesses who may appear against him or her.

4. Within a reasonable period of time following such notification, the board will grant the student and his or her parent/guardian a full and fair hearing on the proposed expulsion or denial of enrollment.
5. The board will allow a reasonable period of time between such notification and the holding of such hearing to allow the student and the parent/guardian to prepare their response to the charge.
6. Any student who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, will come under the purview of the Juvenile Corrections Act, and an authorized representative of the board will provide, within five (5) days, written notice of the expulsion to the prosecuting attorney of the county of the student's residence in such form as the court may require under the provisions of the Juvenile Corrections Act.

### **Students with Special Needs**

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion that apply to regular education students. All the procedural safeguards established by Pathways In Education policies and regulations and IDEA shall be observed in considering the suspension of students with disabilities. In the case of a suspension or an expulsion of a student identified as having special education needs, Pathways In Education shall comply with federal and state law.

Expired and/or terminated IEP documents will be handled on a case-by-case basis by the Director of Special Education and/or Program Specialists.

### ***Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities***

#### **Notification of District and/or Special Education Local Plan Area (SELPA)**

Pathways In Education shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who Pathways In Education or District would be deemed to have knowledge that the student had a disability. All students with disabilities who have been suspended or expelled for more than ten (10) school days in a school year retain the right to a free appropriate public education.

#### **Services During Expulsion**

Students suspended for more than 10 school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting--Interim Alternative Education Setting ("IAES"), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. These services may be provided in an IAES.

**Procedural Safeguards/Manifestation Determination**

A change of placement is a removal from the student's current educational placement for more than ten (10) consecutive school days or a series of removals that constitute a pattern when they total more than ten (10) cumulative school days in a school year. Within 10 school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Pathways in Education, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the Pathways in Education's failure to implement the IEP/504 Plan.

If Pathways In Education, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If Pathways In Education, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that Pathways In Education had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Pathways In Education agree in writing to a change of placement as part of the modification of the behavioral intervention plan.

If there were grounds to place a student in an IAES, the student may remain in the IAES even if there was a manifestation.

If Pathways In Education, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Pathways In Education may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities. Pathways In Education will forward special education and disciplinary records for consideration to the board of trustees, which makes the final decision regarding the disciplinary action.

### **Due Process Appeals**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Pathways In Education believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing by filing an expedited due process complaint with the Idaho Department of Education Dispute Resolution Office, which will submit the complaint to the office of Administrative Hearings, or by utilizing the dispute provisions of the 504 Policy and Procedures. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Pathways In Education, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Pathways In Education agree otherwise.

### **Special Circumstances**

Pathways In Education personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

### **Interim Alternative Educational Setting**

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

### **Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Pathways In Education's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Pathways In Education had knowledge that the student was disabled before the behavior occurred. Pathways In Education shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.



- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Pathways In Education knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay put. If Pathways In Education had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Pathways In Education shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Pathways In Education pending the results of the evaluation. Pathways In Education shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## Section IV: Complaint Policy/Hotline

For students, employees, parents or guardians of its students, school and district advisory committees, appropriate private school officials or representatives, and other interested parties:

Pathways In Education has the primary responsibility to ensure compliance with applicable state and federal laws and regulations, and has established this Policy to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs.

Pathways In Education shall investigate and seek to resolve complaints using this Policy, adopted by our local board. Unlawful discrimination complaints may be based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance. The Policy shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in Special Education Programs.

Complaints must be filed in writing with the following compliance officer:

John C. Hall, Superintendent  
 Attn: Jessica Ray, Designee  
 Complaint Form  
 Pathways In Education Schools  
 320 N. Halstead Street, Suite 100  
 Pasadena, CA 91107  
 (626) 685-9300

Complaints alleging discrimination must be filed within six (6) months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written report will be sent to the complainant within 60 days from the receipt of the complaint. The report will contain the following:

1. Findings of fact based on evidence gathered
2. Conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition
5. Corrective actions, if any are warranted

This 60-day time period may be extended by written agreement of the complainant. The investigator responsible shall be knowledgeable about the laws and programs he/she is investigating.

The complainant has a right to appeal the investigator's report to the Pathways In Education Board of Directors by filing a written appeal within 15 days of receiving the investigator's report.

Civil law remedies may be available under state or federal discrimination laws, if applicable. A complainant may pursue available civil law remedies outside of Pathways In Education's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For discrimination claims arising under federal law, such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

*A copy of this Complaint Policy and the Complaint Form shall be available free of charge at each Pathways In Education location.*

# Pathways In Education Schools Complaint Form

Pathways In Education (PIE) has created a procedure for the filing of complaints concerning deficiencies related to its operations. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested:  Yes  No

Name (Optional): \_\_\_\_\_

Mailing Address (Optional): \_\_\_\_\_

Phone Number Day (Optional): \_\_\_\_\_

Evening (Optional): \_\_\_\_\_

Date of Problem: \_\_\_\_\_

Location of Problem (School or Center Name and Address): \_\_\_\_\_

\_\_\_\_\_

Course or Grade Level and Teacher Name: \_\_\_\_\_

Please describe the issue of your complaint in as much detail as possible, including, if applicable, the class or extracurricular activity involved. You may attach additional pages if necessary to fully describe the situation.

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Please mail this complaint to the following location:

John C. Hall, Superintendent  
Attn: Jessica Ray, Designee  
Complaint Form  
Pathways In Education Schools  
320 N. Halstead Street, Suite 280  
Pasadena, CA 91107

*You may also file this complaint at your local learning center.*

## **Section V: Study Requirements**

### **Planning a Course of Study**

An instructor will be available to advise and assist the student with his/her course/curriculum selections. The program of studies should be planned to reflect the student's interests, needs, aptitudes and career goals. All of the general course objectives should be consistent with the school's content standards and state guidelines. Levels of student achievement will differ due to the individualized nature of the learning process and the student's own capabilities.

As you plan your program, the instructor will ensure that you follow the guides listed below so that the achievement levels and requirements for graduation, college entrance and basic skill competencies will be satisfied when applicable.

### **Acceptance of External Credits**

Pathways In Education accepts transfer credit only from other accredited schools.

### **Standardized Testing**

As required by Idaho Code 08.02.03.04, Pathways in Education will administer the comprehensive assessment program approved by the Idaho State Board of Education. This program will include, but is not limited to, the Idaho Language Assessment, the Idaho Standards Achievement Tests (ISAT), End of Course exams, and a college entrance exam. More information concerning required assessments can be obtained from a teacher or principal.

### **Dual Enrollment**

According to Idaho Code 33-203 a student who is enrolled at Pathways In Education - Nampa shall be allowed to enroll in a public school for dual enrollment purposes. Dual enrollment shall include the option of joint enrollment in a regular public school. College preparatory courses (or others) not offered by the school can be taken at the district school for high school credit. Pathways In Education - Nampa has established additional enrollment options for its students in the form of a Dual Enrollment Agreement with Nampa School District to meet this requirement. Parents must complete a Dual Enrollment form and submit it with proof of address prior to enrollment in district courses or activities. Additionally, Dual Enrollment shall include the option of enrollment in a post-secondary institution. Any credits earned from an accredited post-secondary institution shall be credited toward state board of education high school graduation requirements. In order to qualify for Dual Enrollment, students must be deemed in good standing (satisfactory attendance, monthly unit completion, and behavior) and there must be room or space available for the student in whichever district or college course/ program selected.

### **College Admissions Information**

Students desiring information regarding college admissions requirements should contact their teacher or student advisor. Current information is also available on the Internet.

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## Coursework

The Pathways In Education school model focuses on providing students the opportunity to complete their high school education through independent study. The independent study program provides students rigorous textbook-based and online course offerings in order to allow students the flexibility to work at their own pace in an independent format.

Students also have the option to enroll in small group instruction (SGI) courses to receive classroom style instruction to receive support in their independent courses. The small group instruction courses are aligned with common core state standards. A syllabus will be made available on the first day of class by the instructor. Course codes designated with SGI (*ex: SGI-11-121*) indicates that these courses are available for students.

Pathways In Education also offers a wide variety of online courses. To enroll in an online course, the student or parent/guardian should consult with the student's teacher. Since the program is delivered via the Internet, additional paperwork (obtained from the student's teacher) must be signed by both the parent/guardian and student. Once the paperwork is received, the student is issued a login and password to access the course, along with a secure e-mail account. If a parent/guardian's e-mail address is provided in the paperwork, he or she will receive weekly progress reports via e-mail regarding the student's progress in the online class. Course codes designated with ES (*ex: HS-ES-113*) indicates the course is available online.

## Pathways In Education - Nampa

### Graduation Planning Guide

#### Grade 9

English 9A		English 9B	
Algebra I A		Algebra I B	
Physical Science A		Physical Science B	
Health		PE	
Computer Applications A		Computer Applications B	
Elective		Elective	

#### Grade 10

English 10A		English 10B	
Geometry A		Geometry B	
Biology A		Biology B	
World History A		World History B	
Fundamentals of Multimedia		Speech	
Elective		Elective	

#### Grade 11

English 11A		English 11B	
Humanities		Humanities	
3rd Science A		3rd Science B	
U.S. History A		U.S. History B	
Elective		Elective	
Elective		Elective	

#### Grade 12

English 12A		English 12B	
3rd Mathematics A		3rd Mathematics B	
American Government A		American Government B	
Elective		Elective	
Elective		Elective	
Elective			

External Credits: \_\_\_\_\_

## Pathways In Education - Nampa

### Graduation Requirements

Requirement	Course Options
<b>ELA &amp; Communications</b> (9 Credits)	English 9 English 10 English 11 English 12 Speech & Voice
<b>Mathematics</b> (6 Credits)	Algebra I Geometry <ul style="list-style-type: none"> <li>• 3rd Mathematics</li> <li>• Financial Math</li> <li>• Algebra II</li> <li>• Pre-Calculus</li> </ul>
<b>Science</b> (6 Credits, of which 4 must be lab based)	Physical Science Biology 3rd Science <ul style="list-style-type: none"> <li>• Earth Science</li> <li>• Chemistry</li> <li>• Physics</li> </ul>
<b>Social Studies</b> (7 Credits)	World History U.S. History American Government Economics
<b>Technology</b> (3 Credits)	Computer Literacy Fundamental of Multimedia
<b>Health &amp; PE</b> (1 Credit Each)	Health A PE I
<b>Humanities</b> (2 credit)	Multiple courses available, discuss options with your teacher.
<b>Electives</b> (13 Credits)	Multiple courses available, discuss options with your teacher.
<b>TOTAL 51 Credits</b>	



## Section VI: Course of Study

### • *English–Language Arts & Communications* •

#### ENGLISH 9 A/B

HS-10-77/HS-10-78

**Credit:** 1 credit each semester**Graduation Requirement:** ELA & Communications

**Textbook:** *Prentice Hall Literature* (Pearson). **Novels:** (A) The House on Mango Street, by Sandra Cisneros; (B) The Hunger Games, by Suzanne Collins. This course will expose students to both fictional stories and non-fiction articles. This course will enhance students' ability to comprehend and develop analyze the content of the reading assignments. It will expose students to authors' intent and literature concepts. Each lesson will develop and increase students' fluency and vocabulary. An aspect of grammar will be introduced and students will implement this knowledge in their own writing. A fictional novel will accompany this course that will utilize the students' imagination and creativity. At the end of each unit, students will have an opportunity to incorporate what they have learned in their writing.

#### ENGLISH 10 A/B

HS-10-81/HS-10-82

**Credit:** 1 credit each semester**Graduation Requirement:** ELA & Communications

**Textbook:** *Prentice Hall Literature* (Pearson). **Novel:** Night, by Elie Wiesel. **Drama:** Two Trains Running, by August Wilson. This course will expose students to both non-fiction writing and fictional stories and also authors' intent and literature concepts. Students will understand how to develop inferences about what they have read and explain new information. The purpose of this course is also to increase students' vocabulary and grammar development. Students will also implement new knowledge of grammar, proofreading, and revision rules into their writing.

#### ENGLISH 11 A/B

HS-10-85/HS-10-86

**Credit:** 1 credit each semester**Graduation Requirement:** ELA & Communications

**Textbook:** *Prentice Hall Literature* (Pearson). **Novels:** (A) Matthew A. Henson's Historic Arctic Journey, by Matthew A. Henson; (B) Jurassic Park, by Michael Crichton. The purpose of English 11 A/B CP is to create college- and career-ready thinkers and writers. Through the use of Essential Questions, students will analyze and evaluate a wide variety of fiction and non-fiction selections in their textbook and novels. They will be challenged to hone their craft in a variety of writing assignments utilizing refined knowledge of grammar, proofreading, and revision rules of writing. Students will use higher-level thinking skills to go beyond simple comprehension of the assigned texts. They will grow in their ability to analyze and evaluate information in literary and informational texts.

**ENGLISH 12 A/B**

HS-10-89/HS-10-90

**Credit:** 1 credit each semester**Graduation Requirement:** ELA & Communications

**Textbook:** *Prentice Hall Literature* (Pearson). **Drama:** *Othello*, by William Shakespeare. **Novel:** *Oliver Twist*, by Charles Dickens. Students taking English 12 CP will be engaged in a rigorous course, aligned to Common Core standards, that is designed to create college- and career-ready thinkers and writers. Students will analyze and evaluate a wide variety of fiction and non-fiction selections in their textbook and novels. Students will practice critical thinking, comprehension, vocabulary analysis, and grammar skills through thematic units centered in the historical context of the literary period. Students will benefit from a well-rounded writing program that focuses on the writer's craft, such as supporting claims, organizing information, using narrative techniques, conducting research, evaluating point of view, and proofreading and revising skills. Students will be challenged to hone their craft to create a reflective essay or autobiographical narrative, persuasive essay or short story, historical investigation report, and multimedia presentation. Assessments will emphasize higher-level thinking skills, requiring students to go beyond simple comprehension of the assigned texts; they must show growth in their ability to analyze and evaluate information they encounter in literary as well as informational texts.

**SPEECH & VOICE**

HS-90-115

**Credit:** 1 credit each semester**Graduation Requirement:** ELA & Communications

In this course, students will learn to initiate and participate effectively in group discussions and propel conversations by clarifying, verifying, or challenging ideas and conclusions. Students will respond thoughtfully to diverse perspectives and engage in effective and clear oral, written, and digital communication. Students will evaluate the reasoning and evidence a speaker uses and use digital media to demonstrate understanding of findings, reasoning, and evidence. Students will adapt their speech to a variety of audiences, use textual evidence to support their ideas, and incorporate appropriate vocabulary into various modes of communication. Students will show mastery of these skills through a variety of reading, writing, speaking and listening activities.

**ONLINE COURSES****ENGLISH 9 SEM 1/2**

HS-ES-113/HS-ES-114

**Credit:** 1 credit each semester**Graduation Requirement:** ELA & Communications

English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

**ENGLISH 10 SEM 1/2**

HS-ES-115/HS-ES-116

**Length of Course:** 1 Credit**Graduation Requirement:** ELA & Communications

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and non-fiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

**ENGLISH 11 SEM 1/2**

HS-ES-119/HS-ES-120

**Credit:** 1 credit each semester**Graduation Requirement:** ELA & Communications

In 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, and they question whether the American Dream is still achievable while examining Modernist disillusionment with American idealism. As well, reading the words of Frederick Douglass and those of the Civil Rights Act, students look carefully at the experience of African Americans and their struggle to achieve equal rights. 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 12 SEM 1/2**

HS-ES-121/HS-ES-122

**Credit:** 1 credit each semester**Graduation Requirement:** ELA & Communications

English 12 asks students to delve into the mingled history of British and World literature. It asks students to imagine: Face to face with a human being unlike any you've seen before, do you feel fear, awe, or curiosity? Do you look for what you can give, what you can take, or what you can share? Do you find unfamiliar people and customs magical, mysterious, or monstrous? Students explore how humans interact with and influence each other — historically, socially, and otherwise — and examine the complexities of cultural identity in our global and fast-changing world.

• *Mathematics* •

**ALGEBRA 1 A/B**

HS-20-40/HS-20-41

**Credit:** 1 credit each semester**Graduation Requirement:** Mathematics

**Textbook:** *Algebra 1* (Pearson). This course will introduce students to and promote mastery of algebraic concepts such as using data to derive linear equations, solving systems of linear equations, examining rates of change problems with their related graphs, problems with exponents, and quadratic functions. Students will use application problems to gain a better understanding of how algebraic concepts apply in a real world environment. In addition, students will periodically review other important mathematical topics such as formulas from geometry, measurement conversions, calculating probabilities, and hypothesis testing.

**ALGEBRA 2 A/B**

HS-20-45/HS-20-46

**Credit:** 1 credit each semester**Graduation Requirement:** Mathematics

**Textbook:** *Algebra 2* (Pearson). This course is designed to build off of students' experiences in Algebra 1 and Geometry. This course focuses on discovering connections between various representations of functions, transformations of the major function families, finding zeroes of polynomials, modeling with trigonometry, and expanding their understanding and use of statistics. The course consistently has students engaged in the use of technology, collaborative grouping, problem solving, asking questions, analyzing situations, and constructing and justifying arguments.

**FINANCIAL MATH A/B**

HS-20-61/HS-20-62

**Credit:** 1 credit each semester**Graduation Requirement:** Mathematics

**Textbook:** *Mathematics with Business Applications* (Glencoe). Students in this course will learn and apply mathematical skill to the areas of employment, banking, credit, transportation, housing, personal finance, insurance, shopping, taxes and investments. Students learn how to figure income tax and comparative shop. They will learn the basics of starting and running a business and practice such real-world scenarios as paying employees, figuring insurance costs, and calculating travel expenses and training costs. Students will also learn about the costs of production and purchasing, work with sales, warehousing, distributing, and marketing devices, and handle general accounting schemes. The main purpose of this course is to provide opportunities for students to develop those skills necessary to function in practical and real-life situations.

**GEOMETRY A/B**

HS-20-38/HS-20-39

**Credit:** 1 credit each semester**Graduation Requirement:** Mathematics

**Textbook:** *Geometry* (Pearson). The ultimate goal of this course is to extend students' prior learning from middle school geometry to more formal geometric proofs that use rigid motions and their precise definitions, the study of figures on the Euclidean Plane, the connection of algebraic function to geometry, and the study of trigonometry concerning right triangles and circles. Students will further their learning of rigid motions, translation, rotation and reflection, and begin to prove congruence with the use of them. They will develop proofs using rigid motions, developing and utilizing precise definitions. They will then extend these definitions and proofs to solve problems about triangles, quadrilaterals and other polygons.

**ONLINE COURSES****ALGEBRA 1 COMMON CORE SEM 1/2**

HS-ES-103/HS-ES-104

**Credit:** 1 credit each semester**Graduation Requirement:** Mathematics

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; measurement; 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.

**ALGEBRA 2 COMMON CORE SEM 1/2**

HS-ES-107/HS-ES-108

**Credit:** 1 credit each semester**Graduation Requirement:** Mathematics

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. 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; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

**GEOMETRY COMMON CORE SEM 1/2**

HS-ES-105/HS-ES-106

**Credit:** 1 credit each semester**Graduation Requirement:** Mathematics

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.

**MATHEMATICS OF PERSONAL FINANCE SEM 1/2**

HS-ES-84/HS-ES-85

**Credit:** 1 credit each semester**Graduation Requirement:** Mathematics

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.

**PRECALCULUS SEM 1/2**

HS-ES-26/HS-ES-27

**Credit:** 1 credit each semester**Graduation Requirement:** Mathematics

This course 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. Semester 1 includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. Semester 2 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.

**• Science •****PHYSICAL SCIENCE A/B (LAB)**

HS-40-26/HS-40-27

**Credit:** 1 credit each semester**Graduation Requirement:** Science

**Textbook:** *Physical Science with Earth and Space Science* (Holt). Upon successful completion of this course, students will be able to communicate their findings using scientific observations, data collections and analyses. They will be able to use appropriate tools to perform investigations and understand how science is incorporated in our lives. In this semester of the course, students will focus on the chemical aspect of physical science. Students will understand characteristics of various materials and provide explanations of their behaviors by analyzing their molecular composition. Students will practice writing and validating scientific reports and justify their findings using graphs and tables to show their quantitative and qualitative data. Students will also gain the experience necessary to perform simple lab techniques such as measuring, filtering and diluting. Due to the high rigor of this class, knowledge of Algebra I is highly recommended.

**ONLINE COURSES****BIOLOGY SEM 1/2 (LAB)**

HS-ES-127/HS-ES-128

**Credit:** 1 credit each semester**Graduation Requirement:** Science

Biology focuses 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 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.

**CHEMISTRY SEM 1/2 (LAB)**

HS-ES-129/HS-ES-130

**Credit:** 1 credit each semester**Graduation Requirement:** Science

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.

**EARTH SCIENCE SEM 1/2**

HS-ES-40/HS-ES-41

**Credit:** 1 credit each semester**Graduation Requirement:** Science

This course offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. 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.

**PHYSICAL SCIENCE SEM 1/2 (LAB)**

HS-ES-18/HS-ES-19

**Credit:** 1 credit each semester**Graduation Requirement:** Science

This course offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills. Topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the Periodic Table of Elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy.

**PHYSICS SEM 1/2 (LAB)**

HS-ES-94/HS-ES-95

**Credit:** 1 credit each semester**Graduation Requirement:** Science

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.

**• Social Studies •****AMERICAN GOVERNMENT A/B**

HS-30-32A/HS-30-32B

**Credit:** 1 credit each semester**Graduation Requirement:** Social Studies

**Textbooks:** *United States Government: Principals in Practice* (Holt/McDougal). *The Good Citizen* (CQ Press). In this course, students will survey the scope of our government from its fruition, development and actualization, structure and function, to its relevance in our lives today in a democratic society. Students will begin learning about the foundations and unique characteristics of American democracy through reading fundamental documents such as the Declaration of Independence and the U.S. Constitution. Students will study the different branches of government and how they uphold the principles of separation of powers, and checks and balances, influenced from Enlightenment philosophers as well as how the Framers of the Constitution drafted the document to allow for its adoption and application throughout time. Students will also study the creation of the judicial branch and study key important Supreme Court cases that created new laws set in place to protect our civil rights. Students will learn about the different levels of government from national, state, to local governments, that provide public services to represent the interests and to protect the rights of the constituents. Students will trace the election process and learn how public opinion can influence the government. Through this understanding, students will comprehend the importance of their active civic participation and construct their own unique service learning project. Students will compare the American democracy with democracies around the world to distinguish the similarities and differences as well as to recognize why the United States engages in foreign affairs. Students will learn about the unique position that Native Americans occupy as U.S. citizens and members of sovereign domestic nations.

**ECONOMICS**

HS-30-08

**Credit:** 1 credit**Graduation Requirement:** Social Studies

**Textbook:** *Economics, Today and Tomorrow* (Globe Fearon). This course will expose the student to the basic concepts found in the American and global economy of today. Students will learn the finer points of becoming a responsible consumer through building budgets and learning how to develop credit. Students will also learn about the various economic models and theories and what affect each has on our economy. They will learn about investing, saving, and the risks involved in each. Students will also learn how other countries' economies compare to the economy of the United States. They will learn how and why some economic theories work, while others do not.

**ONLINE COURSES****MODERN WORLD HISTORY FROM 1600  
SEM 1/2** HS-ES-350/HS-ES-351**Credit:** 1 credit each semester**Graduation Requirement:** Social Studies

In Modern World History from 1600, students study the major turning points that shaped the modern world including the Enlightenment, industrialization, imperialism, nationalism, political revolutions, the world wars, the Cold War, decolonization, and globalization. Additionally, content from multiple perspectives and through diverse primary and secondary source materials provides students with a solid foundation in the history of modern era and 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.

**U.S. AND GLOBAL ECONOMICS** HS-ES-73**Credit:** 1 credit each semester**Graduation Requirement:** Social Studies

U.S. and Global Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles. The course covers fundamental properties 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, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

**U.S. HISTORY SINCE THE CIVIL WAR  
SEM 1/2** HS-ES-143/HS-ES-144**Credit:** 1 credit each semester**Graduation Requirement:** Social Studies

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs. Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. 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.



## • *Health & Physical Education* •

### HEALTH A

HS-70-20

**Credit:** 1 credit**Graduation Requirement:** Health

**Textbook:** *Health Skills for Wellness* (Prentice Hall). In Lifetime Wellness A, students shall be introduced to the many aspects of health, including the concept of wellness, health risks, personality, mental health, self-esteem, and expression of emotions. Students shall also be exposed to an understanding of stress, responses to stress, and stress management. Students will study family roles and changes in family structures that have occurred. Also explored in this course are human reproduction, heredity, and human development. Students will begin with lessons in the human skeletal, muscular, nervous, respiratory, and cardiovascular systems. Students shall also explore the elements of physical fitness and the design of suitable exercise programs.

### PHYSICAL EDUCATION I

HS-50-01

**Credit:** 1 credit**Graduation Requirement:** Physical Education

This course is an elective program that allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least 30 minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. As well as the hours of activity, the course requires the completion of a research report and 10 sport- or nutrition-related articles. Students must write summaries on each article. This course can only be taken once a semester.

## ONLINE COURSES

### HEALTH

HS-ES-

**Credit:** 1 credit**Graduation Requirement:** Health

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, realistic interactivities, 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.

### PHYSICAL EDUCATION

HS-ES-48

**Credit:** 1 credit**Graduation Requirement:** Physical Education

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.

**• Technology •**

**COMPUTER LITERACY A/B**

HS-90-39/HS-90-123

**Credit:** 1 credit each semester**Graduation Requirement:** Technology**FUNDAMENTALS OF MULTIMEDIA**

HS-ES-124

**Credit:** 1 credit**Graduation Requirement:** Technology

**• Humanities •**

**INTRO TO PLAYS & THEATER**

HS-60-31

**Credit:** 1 credit**Graduation Requirement:** Humanities

**Readings & Viewings:** *A Raisin in the Sun*, *Cyrano de Bergerac*, *Roxanne*, *The Miracle Worker*, *Pygmalion*, *My Fair Lady*. Introduction to Plays and Theater is the study of Drama, a story that is written to be performed in front of an audience. In this course you will be learning the techniques involved in writing drama. These include: setting, plot, character development, conflict, props, play structure, dialogue, symbolism, and theme.

**VISUAL ARTS A/B**

HS-60-14/HS-60-15

**Credit:** 1 credit each semester**Graduation Requirement:** Humanities

**Textbook:** *The Visual Experience* (Davis). These courses will introduce students to the following aspects of art: theory, history, criticism, and application. Students will further refine their artistic skills and use of content specific vocabulary while gaining a deeper understanding of the role of artistic expression throughout history. Students will learn about art from a variety of cultures, and gain an understanding of the ability of art to express cultural ideals, political opinions, and personal expression. At the end of this one-year course students will have gained a wide range of technical skills, achieved fluency in the academic vocabulary of art, obtained the ability to critique their work and that of others, and have knowledge of how they may apply their artistic skills to successful careers in the future.

**ONLINE COURSES**

**ART APPRECIATION**

HS-ES-100

**Credit:** 1 credit**Graduation Requirement:** Humanities

Art Appreciation takes the students on an art tour beginning with the history of Western visual arts focusing primarily on painting. The next leg of the tour is the exploration of prehistoric and early Greek and Roman art, then off to the Middle Ages. The Renaissance is the highlight of the tour, focusing on the principles and masters that began in Italy and northern Europe. Next is the great innovation of 20th century art with emphasis on abstract art in the United States. Students are introduced to key artists representing various geographical locations that cover each artistic movement highlighting historical context. During the course, students will apply their learned knowledge about art critique to analyze and evaluate individual artists as well as individual works of art.

**FRENCH I SEM 1/2**

HS-ES-74/HS-ES-75

**Credit:** 1 credit each semester**Graduation Requirement:** Humanities

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 content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

**FRENCH II SEM 1/2**

HS-ES-76/HS-ES-77

**Credit:** 1 credit each semester**Graduation Requirement:** Humanities

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 content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

**MUSIC APPRECIATION SEM 1/2**

HS-ES-88/HS-ES-89

**Credit:** 1 credit each semester**Graduation Requirement:** Humanities

Music Appreciation is a streamlined course that introduces students to the history, theory, and genres of music, from the most primitive surviving examples, through the classical, to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop. The course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world.

**SPANISH 1 SEM 1/2**

HS-ES-50/HS-ES-51

**Credit:** 1 credit each semester**Graduation Requirement:** Humanities

This course 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.

**SPANISH 2 SEM 1/2**

HS-ES-52/HS-ES-53

**Credit:** 1 credit each semester**Graduation Requirement:** Humanities

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.

**SPANISH 3 SEM 1/2**

HS-ES-82/HS-ES-83

**Credit:** 1 credit each semester**Graduation Requirement:** Humanities

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. 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.

• *Electives* •

**ACCELERATED MATH**

Various

**Credit:** 1 credit each semester**Graduation Requirement:** Elective

Accelerated Math is a math remediation course designed to increase growth in math skills. This course is done primarily on the computer, but students will write their notes, work, and reflections in this student activity workbook. The course is designed to be done partially independently, but with a teacher resource to help students if they get stuck. Students will work on the computer using Renaissance Learning's math remediation program Accelerated Math 2.0. Students will complete practices and tests for 12 sub-skills per unit. The practices and tests assigned will be determined by the STAR benchmark

**CHARACTER EDUCATION**

HS-80-42

**Credit:** 1 credit**Graduation Requirement:** Elective

**Textbooks:** *The Success Principles for Teens: How to Get From Where You Are to Where You Want to Be* (Health Communications, Inc). Character Education is a 4-5 week small group instruction course. You will master the four key character traits that will provide success at Pathways and beyond. You will be equipped with mind sets, knowledge, and skills that will lead to academic and personal success. Projects include: Grit Interview, Reflection Letter, and Making a Contract.

**FINANCIAL LITERACY**

HS-ES-86

**Credit:** 1 credit**Graduation Requirement:** Elective

Financial Literacy helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their conceptual understanding of key ideas and extending their knowledge in a variety of problem-solving applications. Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer purchasing advice on how to buy a car or house, including buying, renting, and leasing options.

**FOOD & NUTRITION**

HS-80-21

**Credit:** 1 credit**Graduation Requirement:** Elective

**Textbooks:** *Adventures in Food & Nutrition* (GW). This course will discuss health issues and concerns of students. Students will examine topics such as the impact and influence of food choices and practices of good nutrition, Dietary Guidelines for Americans, the impact and importance of calories, the dangers, effects, and treatments of eating disorders, safety issues, and basic first aid in the kitchen. Students will also explore the different parts of any given recipe, which includes language and the methods of measuring out ingredients. Students will expand on the notion of creating a meal that has appeal, limited to resources available to students, and the luxury of convenience foods. Students will learn smart shopping, shopping with a plan, creating a shopping list, ways to save money, reading the labels on the food products, and understanding the Universal Product Code. They will also discuss food groups and the four food groups from the Food Pyramid Guide. Students will also study the types of dairy products, cultured products, frozen dairy desserts, cheeses, and butter. Lastly, the students will discuss and explore how to buy, store, prepare, and cook meats, fish, poultry, and desserts.

**HEALTH B**

HS-70-21

**Credit:** 1 credit**Graduation Requirement:** Elective

**Textbook:** *Health Skills for Wellness* (Prentice Hall). An area of emphasis in Health B is the use and abuse of prescription and illegal drugs. Students shall explore the body effects of alcohol and issues regarding social pressures to consume alcohol. Also studied will be the harmful effects of all tobacco products. Another area of emphasis in this course is the human immune system and its response to infectious and noninfectious diseases. Finally, this course shall conclude with lessons about environmental pollution and the healthcare system.

**MATH READINESS A/B/C/D**HS-MM-01/HS-MM-02/HS-MM-03/  
HS-MM-04**Credit:** 1 credit each**Graduation Requirement:** Elective

Math Readiness is a standards and concepts-based modular course designed to remediate the student on various levels of math standards. These modules are designed to be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two math concepts and will greatly increase the student's ability to comprehend and master each concept. All work is done in the workbook, with some use of the Internet to reinforce certain concepts. A student can complete five modules per semester and can complete each module only once.

**PARENTING/CHILD DEVELOPMENT  
A/B**

HS-80-40/HS-80-41

**Credit:** 1 credit each semester**Graduation Requirement:** Elective

These courses endeavor to prepare students to know and understand the physical, intellectual, emotional and social growth and development of young children. Students learn about parenting, pregnancy, birth and the different stages of a child's physical, emotional, social and intellectual development. The courses cover the early years (1-6) of a child's life.

**PSYCHOLOGY A/B**

HS-30-16/HS-30-17

**Credit:** 1 credit each semester**Graduation Requirement:** Elective

Students taking Psychology A/B will be engaged in a rigorous course that is designed to create college- and career-ready thinkers and writers. This course is designed to teach the fundamental concepts of psychology, including: the history of psychology; human growth and development; mind and body; learning and memory; thinking and motivation; intelligence and personality; psychological disorders; psychotherapy; social psychology; and careers in psychology. Students will acquire a variety of higher-order thinking skills, including critical analysis, research methods, domain-specific vocabulary, and practice in academic writing and oral exposition. Assessments will require students to go beyond simple comprehension of the assigned texts; they must show growth in their ability to analyze and evaluate information as a practicing psychologist would.

***ONLINE COURSES*****COLLEGE & CAREER PREPARATION  
I/II**

HS-ES-90/HS-ES-91

**Credit:** 1 credit each semester**Graduation Requirement:** Elective

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.

**CREATIVE WRITING**

HS-ES-117

**Credit:** 1 credit**Graduation Requirement:** Elective

Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry. 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, students will 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.

**ENGLISH FOUNDATIONS I SEM 1/2**

HS-ES-56/HS-ES-57

**Credit:** 1 credit each semester**Graduation Requirement:** Elective

English Foundations I supports adolescent literacy development at the critical stage between decoding and making meaning from text. Through intensive reading and writing skills instruction, deep practice sets, consistent formative feedback, graduated reading levels, and helpful strategy tips, the course leads students to improved comprehension and text handling. Semester 1 provides instruction in basic reading skills and vocabulary building. The student learns what a successful reader does to attack words and sentences and make meaning from them. Semester 2 provides instruction in basic writing skills, introduces academic tools, and demonstrates effective study skills. The student learns step-by-step processes for building effective paragraphs and learns how to use academic tools such as reference books and outlines. To provide additional support, the course uses text features and visual clues to draw students' attention to important information. The use of text features is also designed to help students internalize strategies for comprehending informational text. Characters appear throughout the instruction to offer tips and fix-up strategies in an authentic, first-person, think-aloud format. Their inclusion makes transparent the reading processes that go on inside the mind of a successful reader. This extra metacognitive support serves to bolster student confidence and provide a model of process and perseverance. Numerous practice opportunities are provided in the form of assessments that move from no stakes to low stakes to high stakes throughout a unit. This practice is centered on authentic and age-appropriate passages that are written in a topical framework and use controlled syntax and vocabulary. The difficulty of these passages gradually increases from a 3rd- to 5th grade reading level over the duration of the course. Additional support is offered through significant formative feedback in practice and assessment.

**ENGLISH FOUNDATIONS II SEM 1/2**

HS-ES-58/HS-ES-59

**Credit:** 1 credit each semester**Graduation Requirement:** Elective

English Foundations II offers a year of skill building and strategy development in reading and writing. Semester one is a reading program designed to help struggling readers develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy. Semester two is a writing program which builds confidence in composition fundamentals by focusing on the areas of composing, grammar, style, and media literacy. Both semesters are structured around ten mini-units which offer interactive instruction and guided practice in each of the four learning strands. Students read for a variety of purposes and write for a variety of audiences. The workshops stress high interest, engaging use of technology, relevant topics, and robustly scaffolded practice. Students learn to use different types of graphic organizers as they develop and internalize reading and writing process strategies. They build confidence as they develop skills and experience success on numerous low stakes assessments that encourage growth and reinforce learning.

**GEOGRAPHY & WORLD CULTURES**

HS-ES-93

**Credit:** 1 credit**Graduation Requirement:** Elective

Geography and World Cultures offers a tightly focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

**LITERACY ADVANCEMENT**

HS-ES-274/HS-ES-275

**Credit:** 1 credit each semester**Graduation Requirement:** Elective

Literacy Advancement is a class that utilizes the TeenBiz3000 program that offers differentiated instruction tailored to each student's Lexile reading level to improve their core literacy skills, and content-area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five steps will aid in enhancing the students essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase the student's literacy skills and comprehension, test-taking skills, and technology skills.

**MATH FOUNDATIONS I SEM 1/2**

HS-ES-38/HS-ES-39

**Credit:** 1 credit each semester**Graduation Requirement:** Elective

Math Foundations I offers a structured remediation solution designed to expedite student progress through 3rd- to 5th-grade skills. The course is appropriate for use as remediation for students in grades 6 to 12. When used in combination, Math Foundations I and Math Foundations II (covering grades 6 to 8) effectively remediate computational skills and conceptual understanding needed to undertake high school-level math courses with confidence. Math Foundations I empowers students to progress at their optimum pace through more than 80 semester hours of interactive instruction and assessment spanning 3rd- to 5th-grade math skills. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.



**MATH FOUNDATIONS II SEM 1/2**

HS-ES-42/HS-ES-43

**Credit:** 1 credit each semester**Graduation Requirement:** Elective

Math Foundations II is designed to expedite student progress through 6th to 8th-grade skills. The course is appropriate for use as remediation at the high school level. The program simultaneously builds the computational skills and the conceptual understanding needed to undertake high school-level math courses with confidence. The course's carefully paced guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

**MEDIA LITERACY**

HS-ES-87

**Credit:** 1 credit**Graduation Requirement:** Elective

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.

**MULTICULTURAL STUDIES**

HS-ES-17

**Credit:** 1 credit**Graduation Requirement:** Elective

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.

**PSYCHOLOGY**

HS-ES-70

**Credit:** 1 credit**Graduation Requirement:** Elective

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. Students learn about all the domains the American Psychological Association (APA) emphasizes: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

**SOCIOLOGY**

HS-ES-71

**Credit:** 1 credit**Graduation Requirement:** Elective

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.