



CHARTER SCHOOL OF  
**EXCELLENCE**

**Course Description Guide**

Last Revision Date: 7-31-25

**Discovery Center**

1307 French St.  
Erie, PA 16501  
814-459-5070

**Skills Center**

1309 French St.  
Erie, PA 16501  
814-651-9089

**Leadership Center**

1511 Peach St.  
Erie, PA 16501  
814-480-5914

**[www.charterschoolofexcellence.org](http://www.charterschoolofexcellence.org)**



## **The Charter School of Excellence**

The Charter School of Excellence (CSE) is a free non-profit public school that opened in 2003. The mission of the Charter School of Excellence is to provide a variety of educational opportunities to foster academic excellence through partnerships with families, community, and school. We provide programs and services to facilitate intellectual growth and enable students to become independent, responsible, and employable citizens.

The CSE currently enrolls approximately 575 students in grades 6-12. The Charter School of Excellence is committed to a small and safe learning environment with a focus on core academics, high interest electives, and social-emotional learning and workforce development skills that are transferable to any after high school plans. We are committed to providing a rigorous curriculum that addresses individual learning styles and promotes a school culture of mutual respect and collaboration.

The CSE curriculum utilizes the Pennsylvania State Standards-Aligned System (SAS) along with grade-level Common Core State Standards. These standards provide a comprehensive approach to support achievement while offering a clear and consistent framework to prepare students for employment careers and college, tech school, and other post-secondary education options. CSE students take courses at a pace that is appropriate to their level of academic functioning.

The faculty and staff at the Charter School of Excellence understand the value and importance of family and community support. We recognize the importance of pursuing a wide range of partnerships that allow for the additional resources necessary to improve and challenge student achievement and provide for the whole child. Consequently, we view parents and community members as partners in creating a school culture that promotes academic success and fosters personal growth. We are proud of the 1,100 CSE graduates to date and the parent and graduate feedback continues to be that CSE was the right fit in providing a quality education.



## **The Mission, Vision, and Values of the Charter School of Excellence:**

### **Mission:**

To provide a variety of educational opportunities to foster academic excellence through partnerships with families, community, and school. We provide programs and services to facilitate intellectual growth and enable students to become independent, responsible, and employable citizens.

### **Vision:**

To provide students with an individualized learning plan with the necessary curriculum areas that include a focus on reading, mathematics, and writing that will enable students to be successful in the 21<sup>st</sup> century.

### **Values:**

- We will create a safe environment to promote self-growth.
- We embrace and celebrate diversity.
- We believe in citizenship-honor the “golden rule”.
- We will help students develop a sense of purpose.
- We believe that all students are capable.
- We value hard work and expect top performance from faculty and students.
- We believe that family and community must provide support for students to reach their highest potential.



## **Curriculum Framework**

### **Principles of Curriculum**

1. The Curriculum shall focus on Powerful Knowledge
2. All Students Shall Experience a “Thinking Curriculum”
3. The Best Results Come from an Aligned Instructional System

### **Principles of Learning**

1. Effort Produces Achievement
2. Learning is About Making Connections
3. We Learn With and Through Others
4. Learning Takes Time
5. Motivation Matters

### **Principles of Teaching**

1. The Teacher Matters
2. Focused Teaching Promotes Accelerated Learning
3. Clear Expectations and Continuous Feedback Active Learning
4. Good Teaching Builds on Students’ Strengths and Respects Individuals’ Differences
5. Good Teaching Involves Modeling What Students Should Learn

Hill, Peter. 2001. Principles of Learning and Their Implications, NCEE.



The Charter School of Excellence has three sites serving students in grades 6 to 12:

The Discovery Center	The Skills Center	The Leadership Center
Middle School	High School	High School
1307 French Street	1309 French Street	1511 Peach Street

The Discovery Center opened in 2017 for middle school students in grades 6-8. The learning environment is new and vibrant and located in the historic Lovell Place complex. Teachers have access to some of the latest instructional technology, software programs, and textbooks which keep students engaged. There is an emphasis on the development of critical and creative thinking skills needed for the 21<sup>st</sup> century. The middle school offers hands-on learning opportunities, a highly qualified and caring faculty, and the option to be involved in a variety of extracurricular programs such as STEAM and Industry Club.

The Skills Center opened in 2010 for high school students in grade 9-12. The school is just steps away from the Discovery Center in Lovell Place. This building is intended to look like a college campus and workplace environment. In addition to the core academic classes, the Skills Center offers a variety of high interest electives such as Culinary Arts, Media Arts, Digital Music Production, Fine Arts, Animation, Graphic Design, and an English Language Development Program. The Skills Center offers a workforce development program where students learn soft skills in a tiered-approach with employment seminars. This program allows students to gain the skills needed to be successful in the workforce. There are a variety of extracurriculars, clubs, and other opportunities in this building for motivated high school students.

The Leadership Center is a high school with a blended-model curriculum for students in grades 9-12. The Leadership Center offers small, safe classrooms with a typical class-size of about 15 students. The Leadership Center is a brick and mortar school offering an on-line curriculum which allows students to work at their own pace. The small class size provides an opportunity for students to receive an abundance of individual help from certified teachers. Students with barriers to their education receive additional supports by the non-instructional staff through partnerships with families and community agencies, as needed.

All three locations of the Charter School of Excellence offer English Language Development programming. This program allows students to be in small class sizes based on the level of language proficiency. There is a focus on reading comprehension and vocabulary as well as cultural orientation in the local community. The goal is to provide a small learning environment and welcoming climate for students to succeed.



Middle School Courses:

Language Arts	Pages: 6-10
Math	Pages: 11-12
Science	Pages: 13-14
Social Studies	Pages: 15-16
Electives	Pages: 17

High School Courses:

Language Arts	Pages: 23
Math	Pages: 24-28
Science	Pages: 29-32
Social Studies	Pages: 33-36
Electives	Pages: 37-46
Graduation Project	Page: 47
Life Skills Support (SC Only)	Pages: 48-49

Weighted System for GPA

General Courses	1.0
Honors Courses	1.1



## Language Arts

### Middle School

1001-Language Arts – Reading I

1016- Critical Reading

1002-Language Arts I

1011-Applied Language Arts

1004-Language Arts II

1013- Applied Communications

1005- Language Arts III

1020- LS Language Arts I

1007 -Language Arts –Reading II

1021- LS Language Arts II

1008-Language Arts-Reading III

1022- LS Language Arts III

### ELD

1054- ELD Level I

1055- ELD Level II

1056- ELD Level III

1057- ELD Level IV

### **Language Arts-Reading I (1001)**

This course is designed to bring students to a proficient reading level and introducing basic reading, writing, speaking, and listening skills while using the READ180 program. READ180 is an intensive reading intervention program for students in the middle school grades. This comprehensive program is designed to confront the problem of low reading achievement using topic software, repeated oral reading practice and language development strategies. Multicultural content makes the program relevant to students from diverse backgrounds. Daily lessons include rotations using whole group instruction, small group skill-specific instruction, individualized software instruction and independent reading.

### **Language Arts I (1002)**

This course is part of the Language Arts curriculum and is designed to enhance middle school students’ familiarity with examples of literature such as fiction, non-fiction, poetry, and drama. Students are required to exercise active reading strategies in order to strengthen their independent reading skills. They are introduced to analysis skills with regards to literary devices and author’s craft. An emphasis on vocabulary acquisition provides students with the opportunity to improve upon their ability to determine the meanings of unfamiliar words, as well as the application of new vocabulary. In addition to reading skills, students write both formally and informally in order to produce essays in various modes. Lastly, the course introduces students to basic research techniques.



### **Language Arts II (1004)**

This course is part of the Language Arts curriculum and is designed to further reinforce middle school students' familiarity with examples of literature such as fiction, non-fiction, poetry, and drama. Students are required to exercise active reading strategies in order to strengthen their independent reading skills. There is added focus on students' ongoing development of analysis skills with regards to literary devices and author's craft. An emphasis on vocabulary acquisition provides students with the opportunity to improve upon their ability to determine the meanings of unfamiliar words, identify the multiple meanings of words, and apply new vocabulary. In addition to reading skills, students write both formally and informally in order to produce narrative, persuasive, and text-dependent analysis essays. Lastly, students practice basic research techniques.

### **Language Arts III (1005)**

This course is part of the Language Arts curriculum and is designed to further reinforce middle school students' familiarity with examples of literature such as fiction, non-fiction, poetry, and drama. Students will exercise active reading strategies in order to strengthen their independent reading skills. There is added focus on students' ongoing development of analysis skills with regards to literary devices and author's craft. An emphasis on vocabulary acquisition will provide students with the opportunity to improve upon their ability to determine the meanings of unfamiliar words, identify the multiple meanings of words, and apply new vocabulary. In addition to reading skills, students will write both formally and informally in order to produce narrative, persuasive, and text-dependent analysis essays. Lastly, students will expand their knowledge of fundamental research techniques.

### **Language Arts –Reading II (1007)**

This course is designed to bring students to a proficient reading level and introducing basic reading, writing, speaking, and listening skills while using the READ180 program. READ180 is an intensive reading intervention program for students in the middle school grades. This comprehensive program is designed to confront the problem of low reading achievement using topic software, repeated oral reading practice and language development strategies. Multicultural content makes the program relevant to students from diverse backgrounds. Daily lessons include rotations using whole group instruction, small group skill-specific instruction, individualized software instruction and independent reading



### **Language Arts –Reading III (1008)**

This course is designed to bring students to a proficient reading level and introducing basic reading, writing, speaking, and listening skills while using the READ180 program. READ180 is an intensive reading intervention program for students in the middle school grades. This comprehensive program is designed to confront the problem of low reading achievement using topic software, repeated oral reading practice and language development strategies. Multicultural content makes the program relevant to students from diverse backgrounds. Daily lessons include rotations using whole group instruction, small group skill-specific instruction, individualized software instruction and independent reading

### **Applied Language Arts (1011)**

This course is aligned with the Language Arts Core Standards. It is designed to enrich students' reading skills and deepen their understanding of the writing process. A year-long concentration on novel studies intends to enhance reading skills with a specific focus on analyzing, describing, explaining, making inferences, and summarizing. Similarly, there is a year-long focus on writing. Lessons in grammar prepare students for assignments that require a formal academic writing style. While there is a heavy emphasis on text-dependent analysis essays, students will have ample opportunities to improve upon their ability to produce essays in other modes as well.

### **Applied Communications (1013)**

This course provides students with an introduction to communications. There is an academic concentration on graphic design, advertisement, news development, public speaking, and writing. This course also provides students with the opportunity to develop teamwork skills as they work collaboratively with peers. Furthermore, students work to accomplish goals in producing weekly segments of the student news, compiling the annual yearbook, and completing other communications-related activities.

### **Critical Reading (1016)**

Critical Reading is a semester-long elective designed to help middle school students explore the diverse world of literature. Through engaging readings, rich literary discussions, thoughtful analysis of texts, and project-based activities, students will dive into a variety of literary genres such as horror and mystery, legends and myths, narrative nonfiction, and memoirs. Students will investigate the unique characteristics that define each genre, analyze how authors use literary elements to shape stories, and compare how themes and styles vary across genres. They will strengthen their reading comprehension and critical thinking through processes of analysis while discovering which genres they love most.



### **LS Language Arts I (1020)**

This LS course is a Read 180, research-based reading intervention program designed to target below-level and struggling readers. This course utilizes the ReaLBook: Code Foundational Literacy Model for Blended Learning which combines adaptive technology and teacher-led instruction to help students become proficient readers, writers, speakers, and critical thinkers. This course provides comprehensive, developmental reading instruction that is designed to state standards. It utilizes high-interest literature and data-driven technology to ensure that guided practice and differentiated instruction take place to support and inspire students as the progress toward becoming lifelong readers and learners.

### **LS Language Arts II (1021)**

This LS course is a Read 180, research-based reading intervention program designed to target below-level and struggling readers. This course utilizes the ReaLBook: Code Foundational Literacy Instruction for Blended Learning which combines adaptive technology and teacher-led instruction to help students become proficient readers, writers, speakers, and critical thinkers. This course provides comprehensive, developmental reading instruction that is designed to state standards. It utilizes high-interest literature and data-driven technology to ensure that guided practice and differentiated instruction take place to support and inspire students as the progress toward becoming lifelong readers and learners.

### **LS Language Arts III (1022)**

This LS course is a Read 180, research-based reading intervention program designed to target below-level and struggling readers. This course is designed to bring students to a proficient reading level by introducing basic reading, writing, speaking, and listening skills while using the READ180 program. READ180 is an intensive reading intervention program for students in middle school grades. This course also utilizes the ReaLBook: Code Foundational Literacy Model for Blended Learning which combines adaptive technology and teacher-led instruction to help students become proficient readers, writers, speakers, and critical thinkers. This course provides comprehensive, developmental reading instruction that is designed to state standards. It utilizes high-interest literature and data-driven technology to ensure that guided practice and differentiated instruction take place to support and inspire students as the progress toward becoming lifelong readers and learners.

### **ELD Level I (1054)**

This course will address strategies that focus on the Pennsylvania and WIDA standards. Students will obtain reading strategies that will help them become confident readers. This course utilizes Next Generation System 44 book, which is an educational program focused on helping high school students learn about financial responsibility and prepare them to make wise decisions in their future. Students will contribute and participate in collaborative



discussions with diverse partners. Students will actively use and integrate technology into projects throughout the school year. Students will also use Vocabulary for Success to expand their knowledge of content area specific vocabulary.

### **ELD Level II (1055)**

This course will address strategies that focus on the state, common core, and WIDA standards. Students will read a variety of fiction and nonfiction including short stories, poetry, and news articles. Students will obtain reading strategies that will help them become confident readers and use literary terminology and elements of fiction to analyze literature. Writing strategies will continue to refine a five-paragraph structure by incorporating the five steps of the writing process. Students will learn how to write persuasive, informative, and expository essays. Students will extend vocabulary development and acquisition of new words through text interaction and word study. Students will actively construct and respond to collaborative discussions and debates. Students will also be required to complete at least one 7-10 minute oral presentation within the school year. Students will actively use and integrate technology into projects throughout the school year.

### **ELD Level III (1056)**

This course will address strategies that focus on the state, common core, and WIDA standards. Students will read a variety of fiction and nonfiction including short stories, poetry, and news articles. Students will obtain reading strategies that will help them become confident readers and use literary terminology and elements of fiction to analyze literature. Writing strategies will continue to refine a five-paragraph structure by incorporating the five steps of the writing process. Students will learn how to write persuasive, informative, and expository essays. Students will extend vocabulary development and acquisition of new words through text interaction and word study. Students will actively construct and respond to collaborative discussions and debates. Students will also be required to complete at least one 7-10 minute oral presentation within the school year. Students will actively use and integrate technology into projects throughout the school year.

### **ELD Level IV (1057)**

This course will address strategies that focus on the state, common core, and WIDA standards. Students will read a variety of fiction and nonfiction including short stories, poetry, and news articles. Students will obtain reading strategies that will help them become confident readers and use literary terminology and elements of fiction to analyze literature. Students will learn how to write persuasive, informative, and expository essays. Students will extend vocabulary development and acquisition of new words through text interaction and word study. Students will actively construct and respond to collaborative discussions and debates. Students will also be required to complete at least one 7-10 minute oral presentation within the school year. Students will actively use and integrate technology into projects throughout the school year.



## Math

### Middle School

2001- Math I

2003- Math II

2004-Math III

2030- LS Math I

2031-LS Math II

2032- LS Math III

#### **Math I (2001)**

Math I builds foundational skills for success on the path toward mathematical literacy and algebra readiness. Instructional time shall focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

#### **Math II (2003)**

Math II strengthens foundational skills for success on the path toward mathematical literacy and algebra readiness. Instructional time shall focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

#### **Math III (2004)**

Math III consolidates skills and emphasizes problem solving in preparation for a first course in algebra. Instructional time shall focus on three critical areas: (1) formulating reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; and (3) analyzing two-



and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

### **LS Math I (2030)**

LS Math I is a course designed to prepare special education students for LS Math II and LS Math III. This course will emphasize the skills necessary for problem-solving and continued growth in mathematics. Students will be able to perform basic mathematical operations using real numbers including integers, fractions, decimals, and percent. Students will begin to work with algebraic concepts including solving equations with variables and graphing on the coordinate plane. Students will also be introduced to geometric concepts and data analysis. Adaptations and modifications will be used throughout the course.

### **LS Math II (2031)**

LS Math II is a course designed to prepare special education students for LS Math III. This course will emphasize the skills necessary for problem-solving and continued growth in mathematics. Students will be able to perform basic mathematical operations using real numbers including integers, fractions, decimals, ratios, and percent. Students will continue to work with algebraic concepts including writing and solving equations and inequalities. Students will also focus on geometric concepts and data analysis. Adaptations and modifications will be used throughout the course.

### **LS Math III (2032)**

LS Math III is an Integrated Pre-Algebra course designed to prepare special education students for LS Algebra I. This course will emphasize the skills necessary for problem-solving and continued growth in mathematics. Students will be able to perform basic mathematical operations using real numbers including integers, exponents, and proportions. Students will continue to work with algebraic concepts including linear equations, scatter plots, functions, and systems. Students will also focus on geometric concepts such as congruence, similarity, and volume. Adaptations and modifications will be used throughout the course.



## Science

### Middle School

3003-Earth and Space Science

3004-Life Science

3005-Physical Sciences

5032- Robotics and STEAM

#### **Earth and Space Science (3003)**

Earth Science is a full year course that focuses on Earth's composition, structure, process and history. This course will include a vigorous exploration of these concepts that include topics such as features exclusive to Earth that allow it to support life, the atmosphere in comparison to other planets, the origin of water, and molecules that combine to create membranes and genetic material. Students will also explore the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic activity, rocks, minerals, Earth's environment, sustainability and energy resources. Laboratory experiments will introduce students to different lab techniques while building their skills in critical thinking, inquiry and observation.

#### **Life Science (3004)**

The life science course is a one-year course designed to help students understand the fundamentals of biological science. Students explore topics in cellular biology, genetics, biological diversity, classification systems, evolution, and ecology. The use of scientific thinking is emphasized as students apply their knowledge to conduct scientific experiments, solve problems, and examine scientific theories related to life science.

#### **Physical Sciences (3005)**

Physical Science is a full year course designed to help students understand the essentials of chemistry and physics. The chemistry portion of the course will include topics such as, the study of matter including atoms, molecules, elements, compounds, and mixtures. The physics portion of the course introduces students to the study of forces and motion including Newton's Laws, friction, gravity, magnetism, and simple machines. Throughout the course, students will learn to properly and safely use laboratory equipment which will reinforce concepts learned in the classroom.



### **Robotics and STEAM (5032)**

Robotics and STEAM is a full year science elective course that is designed to reinforce science and technology concepts through project-based learning opportunities and hands-on activities. Students enrolled in this course will learn the fundamentals of engineering, gain a core understanding of technology and how it can benefit society, the science of mechanical systems and materials, electronics and electrical systems, and programming and logical applied math. Students will have an opportunity to learn skills such as teamwork, leadership, and problem solving.



## Social Studies

### Middle School

4004-US History I

4005-Geography

4006-US History II

5005-Personal Development

#### **US History I (4004)**

The first year students at the Discovery Center will begin the school year studying Pre-Columbian history. The students will learn how the spirit of the Renaissance created a cultural environment that spawned expansion and exploration. Students will learn how tough life was in colonial America and about the warring factions of “The New World.” Students will also be given a solid background of the American Revolution along with knowledge of our Founding Fathers and Documents.

#### **Geography (4005)**

The second year students at the Discovery Center will spend their year studying World Geography. Along with learning the definitions associated with this field of study, time will be spent studying the physical and human phenomena that make up the world’s environments and places.

#### **US History II (4006)**

The third year students at the Discovery Center will begin with an era in American History known as the Jefferson Era. The students will look at Jefferson’s impact on the presidency, Lewis and Clark’s exploration of the West as well as an in-depth look at the War of 1812. From there the content moves quickly through the middle portion of the 19th century looking at Jackson’s impact on the nation, Manifest Destiny and the Industrial Revolution. The third year students finish the year studying the rising sectional tensions in the mid-19th century before completing a critical analysis of the U.S. Civil War.



### **Personal Development (5005)**

In Personal Development, the students will be learning: how to cope with and recognize how their anger affects themselves and others, how to utilize pro-social skills to carry on a positive conversation with others, and how to distinguish the differences between right and wrongs – morally. These are all components of the Aggression Replacement Training. The students will also utilize team building skills, learn about how different cultures impact society, read/review current events, learn about drug and alcohol use/peer pressure, sexual education/prevention, cyberbullying and its effects on our youth, and character education through the “Character Be: About Program”.



## Electives

### Middle School

#### **Wellness MS (5001)**

This course will introduce the student to the elements of fitness and set a yearlong goal towards improved fitness. The course will also introduce a variety of team activities employing both traditional and non-traditional games to improve the student's overall fitness, sportsmanship, and cooperative in work group settings.

#### **Pre Skills and Apps (5004)**

This course utilizes the PA Career Education and Work Standards to give students the knowledge, abilities, and habits to complete postsecondary education and move to a successful career. Students will learn to communicate, solve problems, think critically, persevere, set goals, and work in teams. These skills will equip students with the ability to pursue their career opportunities with confidence and contribute positively to their communities. They will learn the roles of each participant in a team setting and what the characteristics are of people who are successful on teams in and out of school.

#### **General Art (6001)**

In this course, students will expand on the basic art skills that they have learned through elementary school. Students will be given the opportunity to explore a wide range of artistic techniques and learn the guiding principles and elements of art. Students will discuss likes, dislikes and express their opinions. They will be expected to integrate their own interests and opinions into their art making. Students will be encouraged to explore analytical and emotional approaches to making art. Students will tackle long-term, multi-step projects, and expand their artistic horizons with new tools and techniques.

#### **Intro to Media Communications (1014)**

The objective of this course is to introduce students to a variety of digital media production tools and techniques. They will learn the basic principles of planning, recording, and editing various types of video broadcasts. Students will work through a series of workshops that allow them to learn how to use the equipment, transfer files, edit films, plan and create engaging video segments, learn basic interviewing skills, learn on-camera skills, and work as a team.

#### **Art History (6002)**

This course invites students on an exciting journey through time, exploring the evolution of art from Prehistoric cave paintings to the vibrant expressions of Modern and Pop Art. Students will examine key art movements, iconic artists, and cultural contexts that shaped creative expression across history. Through engaging lessons, discussions, and hands-on projects,



learners will develop skills in art analysis and critical thinking while discovering how art reflects human experience and society. By the end of the course, students will gain a broad appreciation of art's rich history and its ongoing influence today.

\*End of Middle School Course Descriptions



## Language Arts

### High School

#### **Language Arts I (1041)**

This course will introduce students to the basics of reading, writing, speaking and listening at the high school level with a focus on the common core standards. A comprehensive reading list will include selections of fiction, non-fiction, poetry and drama. Students will read both independently and with the class. Students will write a narrative essay with a focus on grammar, style and conventions. A large amount of vocabulary study will be required with an emphasis on high frequency content area and literary terms. Students will be assessed frequently on their knowledge of common core content, reading comprehension, writing organization and conventions, vocabulary and literary terms, and public speaking and research skills.

#### **Language Arts II (1042)**

This course will familiarize students with intermediate concepts of reading, writing, speaking and listening at the high school level with a focus on the common core standards. A comprehensive reading list will include selections of fiction, non-fiction, poetry and drama. Students will read both independently and with the class. Students will write a persuasive essay with a focus on grammar, style and conventions. A large amount of vocabulary study will be required with an emphasis on high frequency Keystone and literary terms. Students will be assessed frequently on their knowledge of common core content, reading comprehension, writing organization and conventions, vocabulary and literary terms.

#### **Language Arts IV (1044)**

In this course, 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.

Additionally, this course supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction, and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills



in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course, students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

### **Writing Composition (1048)**

The main objective of this course is the development of the students' understanding and ability to identify and utilize the writing process through planning, drafting, revising, editing through writing tasks focusing on persuasive writing, expository writing, and summarizing at a high school level with a focus on common core standards. Students will write summaries, expository essays, persuasive essays, and original narratives with a focus on grammar, style, and conventions. Students will also be able to identify and define literary and composition terminology in relation to the writing process.

### **Expository Reading and Writing I (1160)**

This Edgenuity course is designed to develop critical reading and writing skills while preparing high school students to meet the demands of college-level work. While students will explore some critical reading skills in fiction, poetry, and drama the focus of this course will be on expository and persuasive texts and the analytical reading skills that are necessary for college success. Students will read a range of short but complex texts, including works by Walt Whitman, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr., Langston Hughes, Julia Alvarez, Edna St. Vincent Millay, and Gary Soto.

### **Expository Reading and Writing II (1161)**

This Edgenuity course is designed to develop critical reading and writing skills while preparing high school students to meet the demands of college-level work. While students will explore some critical reading skills in fiction, poetry, and drama the focus of this course will be on expository and persuasive texts and the analytical reading skills that are necessary for college success. Students will read a range of short but complex texts, including works by Walt Whitman, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr., Langston Hughes, Julia Alvarez, Edna St. Vincent Millay, and Gary Soto.

### **Honors Language Arts I (1070)**

This course will introduce students to the basics of reading, writing, speaking and listening at the high school level with a focus on the common core standards. A comprehensive reading list will include selections of fiction, non-fiction, poetry and drama. Students will read both independently and with the class. Students will write a narrative essay with a focus on grammar, style and conventions. A large amount of vocabulary study will be required with an



emphasis on high frequency content area and literary terms. Students will be assessed frequently on their knowledge of common core content, reading comprehension, writing organization and conventions, vocabulary and literary terms, and public speaking and research skills.

### **Honors Language Arts II (1071)**

This course will familiarize students with intermediate concepts of reading, writing, speaking and listening at the high school level with a focus on the common core standards. A comprehensive reading list will include selections of fiction, non-fiction, poetry and drama. Students will read both independently and with the class. Students will write a persuasive essay with a focus on grammar, style and conventions. A large amount of vocabulary study will be required with an emphasis on high frequency Keystone and literary terms. Students will be assessed frequently on their knowledge of common core content, reading comprehension, writing organization and conventions, vocabulary and literary terms.

### **Honors Language Arts IV (1073)**

This course will develop students' understanding of more complex aspects of reading, writing, speaking and listening at the high school level with a focus on the common core standards. A comprehensive reading list will include selections of fiction, non-fiction, poetry and drama. Students will read both independently and with the class. Students will write persuasive, narrative, and informational essays with a focus on grammar, style and conventions. A large amount of vocabulary study will be required with an emphasis on content area vocabulary and literary terms. Students will be assessed frequently on their knowledge of common core content, reading comprehension, writing organization and conventions, vocabulary and literary terms.

### **Honors Keystone Literature (1074)**

This course will master advanced aspects of reading, writing, speaking and listening at the high school level with a focus on the common core standards. A comprehensive reading list will include selections of fiction, non-fiction, poetry and drama. Students will read both independently and with the class. Students will write persuasive, narrative, and informational essays with a focus on grammar, style and conventions. A large amount of vocabulary study will be required with an emphasis on high frequency Keystone and literary terms. Students will be assessed frequently on their knowledge of common core content, reading comprehension, writing organization and conventions, vocabulary and literary terms. This course is identified as a Keystone course and students will be taking the Keystone Exam.

### **Keystone Literature (1080)**

This course will master advanced aspects of reading, writing, speaking and listening at the high school level with a focus on the common core standards. A comprehensive reading list will



include selections of fiction, non-fiction, poetry and drama. Students will read both independently and with the class. Students will write persuasive, narrative, and informational essays with a focus on grammar, style and conventions. A large amount of vocabulary study will be required with an emphasis on high frequency Keystone and literary terms. Students will be assessed frequently on their knowledge of common core content, reading comprehension, writing organization and conventions, vocabulary and literary terms. This course is identified as a Keystone course and students will be taking the Keystone Exam.

### **LS Language Arts I (1040)**

This Read 180 course is a research-based reading intervention program designed to target below level and struggling readers. This course provides comprehensive, developmental reading instruction that is designed to meet state and common core standards. It also utilizes high-interest literature and data-driven technology to ensure that guided practice and differentiated instruction take place to support and inspire students as they progress toward becoming lifelong readers and learners. This course helps students improve their reading strategies and comprehension skills so that they will be successful in their content area classes and gain confidence through improved reading skills.

### **LS Keystone Literature (1081)**

This course will master advanced aspects of reading, writing, speaking and listening at the high school level with a focus on the common core standards. A comprehensive reading list will include selections of fiction, non-fiction, poetry and drama. Students will read both independently and with the class. Students will write persuasive, narrative, and informational essays with a focus on grammar, style and conventions. A large amount of vocabulary study will be required with an emphasis on high frequency Keystone and literary terms. Students will be assessed frequently on their knowledge of common core content, reading comprehension, writing organization and conventions, vocabulary and literary terms. This course is identified as a Keystone course and students will be taking the Keystone Exam.

### **Literacy Plus (1082)**

This course will master advanced aspects of reading, writing, speaking and listening at the high school level with a focus on the common core standards. A comprehensive reading list will include selections of fiction, non-fiction, poetry and drama. Students will read both independently and with the class. Students will write persuasive, narrative, and informational essays with a focus on grammar, style and conventions. A large amount of vocabulary study will be required with an emphasis on high frequency Keystone and literary terms. Students will be assessed frequently on their knowledge of common core content, reading comprehension, writing organization and conventions, vocabulary and literary terms.



### **LS Literacy Plus (1083)**

This course will master advanced aspects of reading, writing, speaking and listening at the high school level with a focus on the common core standards. A comprehensive reading list will include selections of fiction, non-fiction, poetry and drama. Students will read both independently and with the class. Students will write persuasive, narrative, and informational essays with a focus on grammar, style and conventions. A large amount of vocabulary study will be required with an emphasis on high frequency Keystone and literary terms. Students will be assessed frequently on their knowledge of common core content, reading comprehension, writing organization and conventions, vocabulary and literary terms.

### **LS Language Arts II (1092)**

This Read 180 course is a research-based reading intervention program designed to target below level and struggling readers. This course provides comprehensive, developmental reading instruction that is designed to meet state, and common core standards. It also utilizes high-interest literature and data-driven technology to ensure that guided practice and differentiated instruction take place to support and inspire students as they progress toward becoming lifelong readers and learners. This course helps students improve their reading strategies and comprehension skills so that they will be successful in their content area classes and gain confidence through improved reading skills.

### **LS Language Arts IV (1093)**

This Read 180 course is a research-based reading intervention program designed to target below level and struggling readers. This course provides comprehensive, developmental reading instruction that is designed to meet state and common core standards. It also utilizes high-interest literature and data-driven technology to ensure that guided practice and differentiated instruction take place to support and inspire students as they progress toward becoming lifelong readers and learners. This course helps students improve their reading strategies and comprehension skills so that they will be successful in their content area classes and gain confidence through improved reading skills.

### **ELD Level I (1054)**

This course will address strategies that focus on the Pennsylvania and WIDA standards. Students will read a variety of fiction and nonfiction including drama, and short stories. Students will obtain reading strategies that will help them become confident readers. This course utilizes Next Generation System 44 book, which is an educational program focused on helping high school students learn about financial responsibility and prepare them to make wise decisions in their future. Students will contribute and participate in collaborative discussions with diverse partners. Students will actively use and integrate technology into projects throughout the school year. Students will also use Vocabulary for Success to expand their knowledge of content area specific vocabulary.



### **ELD Level II (1055)**

This Read 180 course is a research-based reading intervention program designed to target below-level and struggling readers. This course provides comprehensive, developmental reading instruction that is designed to meet state, common core, and WIDA standards. It also utilizes high-interest literature and data-driven technology to ensure that guided practice and differentiated instruction take place to support and inspire students as they progress toward becoming lifelong readers and learners. This course helps students improve their reading strategies and comprehension skills so that they will be successful in their content area classes and gain confidence through improved reading skills.

### **ELD Level III (1056)**

This course will address strategies that focus on the state, common core, and WIDA standards. Students will read a variety of fiction and nonfiction including short stories, poetry, and news articles. Students will obtain reading strategies that will help them become confident readers and use literary terminology and elements of fiction to analyze literature. Writing strategies will continue to refine a five-paragraph structure by incorporating the five steps of the writing process. Students will learn how to write persuasive, informative, and expository essays. Students will extend vocabulary development and acquisition of new words through text interaction and word study. Students will actively construct and respond to collaborative discussions and debates. Students will also be required to complete at least one 7-10 minute oral presentation within the school year. Students will actively use and integrate technology into projects throughout the school year.

### **ELD Level IV (1057)**

This course will address strategies that focus on the state, common core, and WIDA standards. Students will read a variety of fiction and nonfiction including short stories, poetry, and news articles. Students will obtain reading strategies that will help them become confident readers and use literary terminology and elements of fiction to analyze literature. Writing strategies will continue to refine a five-paragraph structure by incorporating the five steps of the writing process. Students will learn how to write persuasive, informative, and expository essays. Students will extend vocabulary development and acquisition of new words through text interaction and word study. Students will actively construct and respond to collaborative discussions and debates. Students will also be required to complete at least one 7-10 minute oral presentation within the school year. Students will actively use and integrate technology into projects throughout the school year.



## Math

### High School

#### **LS Math I (2034)**

This course is designed to prepare students, identified as needing learning support services, for LS Math II (Integrated Math). The course will emphasize developing fluency in working with number sense and linear equations by providing a formal development of algebraic skills. Students will explore operations with real numbers, exponents, solving/modeling equations, and proportions. Students will also have an opportunity to use data analysis and probability. Adaptations and modifications will be used throughout the course.

#### **LS Math II (2035)**

This course is designed to prepare students, identified as needing learning support services, for LS Math III (Keystone Algebra I). The course will emphasize developing fluency in working with linear equations and functions by providing a formal development of algebraic skills. Students will explore operations with real numbers, solving equations, and proportions. Students will also have an opportunity to use data analysis, probability, and geometric concepts. Adaptations and modifications will be used throughout the course.

#### **LS Math III (2036)**

This course is designed to prepare students, identified as needing learning support services, for the Algebra I Keystone Exam. The course will emphasize developing fluency in working with linear equations by providing a formal development of algebraic skills. The students will master operations with real numbers, linear equations and inequalities, relations and functions, coordinate geometry, data analysis, polynomials, and nonlinear equations. Adaptations and modifications will be used throughout the course.

#### **LS Algebra I Plus (2037)**

This course is designed for students, identified as needing learning support services, to recover Algebra I credit after taking the Keystone Algebra I Exam. The course will emphasize developing fluency in working with linear equations by providing a formal development of algebraic skills. The students will master operations with real numbers, linear equations and inequalities, relations and functions, coordinate geometry, data analysis, polynomials, and nonlinear equations. Adaptations and modifications will be used throughout the course.



### **LS Geometry 2038)**

This course is designed to prepare students, identified as needing learning support services, for the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations, triangle trigonometry, symmetry, and congruence. Inductive and deductive reasoning skills are used in problem solving situations and applications to the real world are stressed. It also emphasizes writing proofs to solve (prove) properties of geometric figures. Adaptations and modifications will be used throughout the course.

### **Algebra I Plus (2046)**

This course is designed for students to recover Algebra I credit after taking the Keystone Algebra I Exam. The course will emphasize developing fluency in working with linear equations by providing a formal development of algebraic skills. Students will master operations with real numbers, linear equations and inequalities, relations and functions, coordinate geometry, data analysis, polynomials, and nonlinear equations.

### **Trigonometry HS (2048)**

This course is designed to emphasize the study of angles and triangles through trigonometry. Students will focus on the trigonometric functions, their inverses, and their graphs. Students will also be introduced to analytic trigonometry, complex numbers, exponential functions, logarithmic functions, conic sections, and polar coordinates.

### **Pre-Calculus HS (2049)**

This course is designed to review topics in Algebra such as polynomial, rational, exponential, and logarithmic functions and their graphs. Trigonometry concepts such as Law of Sines and Cosines will be introduced. Students will cover topics in analytic geometry such as parametric equations, polar coordinates, and the three-dimensional coordinate systems. Limits will be explored along with other topics in calculus. This course is designed to prepare any student planning to take college level math courses.

### **Honors Integrated Math I HS (2069)**

This course is designed to prepare students for Keystone Algebra I. The course will emphasize developing fluency in working with linear equations and functions by providing a formal development of algebraic skills. Students will explore operations with real numbers, solving equations, and proportions. Students will also have an opportunity to use data analysis, probability, transformations and other geometric concepts. Honors students are expected to work at a faster pace and cover topics with more depth than that of a general education student.



### **Geometry (2072)**

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations, triangle trigonometry, symmetry, and congruence. Inductive and deductive reasoning skills are used in problem solving situations and applications to the real world are stressed. It also emphasizes writing proofs to solve (prove) properties of geometric figures.

### **Algebra II (2073)**

This course focuses on functions, polynomials, logarithms, trigonometry, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning new functions. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will use properties of real numbers, complex numbers, and algebraic expressions. Mathematical practices are embedded throughout the course, as students solve problems, reason abstractly, and think critically.

### **Financial Literacy (2075)**

This semester course aligns with the Academic Standards for Personal Finance and focuses on the fundamentals of personal finance, income, spending, saving and investing, risk and insurance, and credit. By the end of this course, students will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after graduation.

### **Integrated Math (2076)**

This course is designed to prepare students for Keystone Algebra I. The course will emphasize developing fluency in working with linear equations and functions by providing a formal development of algebraic skills. Students will explore operations with real numbers, solving equations, and proportions. Students will also have an opportunity to use data analysis, probability, transformations and other geometric concepts.



### **Honors Keystone Algebra (2077)**

This course is designed to prepare students for the Algebra I Keystone Exam. The course will emphasize developing fluency in working with linear equations by providing a formal development of algebraic skills. Students will master operations with real numbers, linear equations and inequalities, relations and functions, coordinate geometry, data analysis, polynomials, and nonlinear equations. Honors students are expected to work at a faster pace and cover topics with more depth than that of a general education student. This course is identified as a Keystone course and students will be taking the Keystone Exam.

### **Honors Geometry (2078)**

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations, triangle trigonometry, symmetry, and congruence. Inductive and deductive reasoning skills are used in problem solving situations and applications to the real world are stressed. It also emphasizes writing proofs to solve (prove) properties of geometric figures. Honors students are expected to work at a faster pace and cover topics with more depth than that of a general education student.

### **Honors Algebra II (2079)**

This course focuses on functions, polynomials, logarithms, trigonometry, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning new functions. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will use properties of real numbers, complex numbers, and algebraic expressions. Mathematical practices are embedded throughout the course, as students solve problems, reason abstractly, and think critically. Honors students are expected to work at a faster pace and cover topics with more depth than that of a general education student.

### **Keystone Algebra I (2090)**

This course is designed to prepare students for the Algebra I Keystone Exam. The course will emphasize developing fluency in working with linear equations by providing a formal development of algebraic skills. Students will master operations with real numbers, linear equations and inequalities, relations and functions, coordinate geometry, data analysis, polynomials, and nonlinear equations. This course is identified as a Keystone course and students will be taking the Keystone Exam.



### **Mathematics of Personal Finance (2100)**

This Edgenuity course prepares students to navigate personal finance with confidence. The course opens with a study of what it means to be financially responsible, engaging students in budgeting, planning, and being a smart consumer. Students learn about the relationship between education, employment, income, and net worth, and they plan for the cost of college. Students then broaden their study to include banking, spending, investing, and other money management concepts before exploring credit and debt. In the final unit of the course, students study microeconomics and entrepreneurship, with an overview of economic systems, supply and demand, consumer behavior and incentives, and profit principles. The course concludes with an in-depth case study about starting a business.



## Science

### High School

#### **Honors Keystone Biology (3045)**

Honors Keystone Biology is an in-depth and rigorous science course that introduces and reviews topics of Biology in preparation for the Keystone Exam. The Pennsylvania Department of Education (PDE) indicates that all students need to reach proficient, or show significant growth on the Keystone Exam in order to graduate. The function of macromolecules, cells and organisms are presented in detail along with the processes of energy production. The processes of inheritance and the effect it has on the population will be examined in relationship to how populations evolve. Other topics covered include major ecological concepts, such as, the living and nonliving interactions in the environment and the impact humans have on the local and global ecosystems. This course will also cover an overview of the Linnaean classification system based on evolutionary relationships. This course is identified as a Keystone course and students will be taking the Keystone Exam.

#### **Honors Physics (3047)**

This course will discuss in-depth the classical physics of force and motion at the macroscopic level that will lay the foundation for the rigorous exploration of energy, waves, and light. The scientific concepts are used to solve multi-step problems that are the focus of the class.

#### **Earth Science (3050)**

This Edgenuity course will focus on a curriculum that explores Earth's composition, structure, processes, and history, along with atmosphere, freshwater, and ocean 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. Both teacher-graded labs and labs on Edgenuity encourage students to apply the scientific method. The content is based on the National Science Teachers Association (NSTA) standards.

#### **Honors Earth Science (3051)**

This Earth Science course will take an in-depth look at physical and theoretical concepts and theories of Earth and Space. This rigorous course offers a focused curriculum that explores Earth's composition, structure, processes, and history, along with atmosphere, freshwater, and ocean 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. Teacher-graded labs encourage students to apply the scientific method. The content



is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

### **Biology Plus (3053)**

Biology Plus is a science course that reviews topics covered in Keystone Biology. For example, the function of macromolecules, cells and organisms are presented in detail along with the processes of energy production. The processes of inheritance and the effect it has on the population will be examined in relationship to how populations evolve. Other topics covered include major ecological concepts, such as, the living and nonliving interactions in the environment and the impact humans have on the local and global ecosystems. This course will also cover an overview of the Linnaean classification system based on evolutionary relationships.

### **Physical Science I (3060)**

This Edgenuity course is offered to students in 11<sup>th</sup> and 12<sup>th</sup> grade and is a course that encompasses the branch of science that studies nonliving systems. Physical Science is an exciting course that inspires students to explore key concepts and theories, each of which explains and/or models a particular aspect of the behavior of nature. Students enrolled in this semester course examine the chemical building blocks of our physical world and the composition of matter. Additionally, students explore the properties that affect motion, forces, and energy on Earth. Building on these concepts, the course covers the properties of electricity and magnetism and the effects these phenomena exhibit on the planet.

### **Physical Science II (3061)**

This Edgenuity course is a continuation with the prerequisite of Physical Science I and is offered to students in 11<sup>th</sup> and 12<sup>th</sup> grade. Physical Science is an exciting course that inspires students to explore key concepts and theories, each of which explains and/or models a particular aspect of the behavior of nature. Students enrolled in this semester course examine the chemical building blocks of our physical world and the composition of matter. Additionally, students explore the properties that affect motion, forces, and energy on Earth. Building on these concepts, the course covers the properties of electricity and magnetism and the effects these phenomena exhibit on the planet.

### **Environment & Ecology (3072)**

This Edgenuity course will describe major ecological and biological concepts, the living and nonliving interactions in the environment and the impact humans have on the local and global ecosystems. This course will also cover an overview of the Linnaean classification system based on evolutionary relationships.



### **Chemistry (3075)**

This chemistry course is a rigorous course that will examine in-depth matter and its interactions. Topics discussed will include but not be limited to: atomic structure, chemical bonding and reactions, stoichiometry, and nuclear processes will also be explored in relation to everyday life. The scientific concepts discussed are used to solve challenging multi-step problems that are the focus of the class.

### **Anatomy & Physiology (3076)**

This elective course is offered to those who have successfully completed the Keystone Biology course and/or showed proficiency or significant growth on their Keystone exam. This course should excite those interested in a career in the medical field or health sciences and to students who simply want to learn about the human body. The introductory topics will be anatomical and structural terminology, body tissues, organ systems, and mechanisms of disease. The structure and function of the following systems will be emphasized: Integumentary, Skeletal, Muscular, Nervous, Circulatory, Respiratory, Digestive, Urinary, and Reproductive. Lectures, group/project work, individual assignments, case studies, and laboratory activities will enhance the content material. Anatomy (structure), diseases, and healthy choices will be stressed for each body system. Higher-order thinking skills will be used in the culminating unit on medical case studies.

### **Keystone Biology (3080)**

This Edgenuity course will introduce and review topics of Biology in preparation for the Keystone Exam. The Pennsylvania Department of Education (PDE) indicates that all students need to reach proficient or show significant growth on the Keystone Exam in order to graduate. The function of macromolecules, cells and organisms are presented in detail along with the processes of energy production. The processes of inheritance and the effect it has on the population will be examined in relationship to how populations evolve. Other topics covered include major ecological concepts, such as, the living and nonliving interactions in the environment and the impact humans have on the local and global ecosystems. This course will also cover an overview of the Linnaean classification system based on evolutionary relationships.

### **Honors Environment and Ecology (3082)**

Honors Environmental Science and Ecology is a rigorous year-long science course that is aligned to the Keystone State Exam and will describe in-depth major ecological and biological concepts, the living and nonliving interactions in the environment and the impact humans have on the local and global ecosystems. This course will also cover an overview of the Linnaean classification system based on evolutionary relationships.



### **Chemistry (3075)**

This Edgenuity course is a rigorous course that will examine in-depth matter and its interactions. Topics discussed will include but not be limited to: atomic structure, chemical bonding and reactions, stoichiometry, and nuclear processes will also be explored in relation to everyday life. The scientific concepts discussed are used to solve challenging multi-step problems that are the focus of the class.

### **PJAS (3090)**

The Pennsylvania Junior Academy of Science (PJAS) is a statewide organization for high school students and is designed to stimulate and promote interest in science among its members through the development of research projects and investigations. The Commonwealth of Pennsylvania is divided into 12 PJAS regions and Erie County is Region 10. PJAS requires students to carry out an independent science research project during which they follow the scientific method to select a project, research the background information, formulate a hypothesis, develop an experiment that will support or not support the hypothesis, and collect and analyze data from their experiment. The students will have an opportunity to present their information at a Regional competition that is held at Penn State Behrend.



## Social Studies

### High School

#### **Psychology I (4046)**

This course on Edgenuity will cover the following topics the History of Psychology, Psychological Research Methods, Biology, Sensation, Perception, and Consciousness. This course features a variety of interactive course components enhance students' understanding. In these activities, students practice the principles of operant conditioning through simulation, complete Punnett squares for genetic traits, and test and evaluate their own skills of perception. Students will have the opportunity to work with eResources in order to provide practice opportunities and immediate feedback for correct responses to help students practice and track complex key ideas. Students also will be able to utilize homework help videos reinforce key concepts as an instructor models the thought processes needed to answer a question. Students will be required to keep and maintain Interactive graphic organizers in order for students to have the opportunity to manipulate information and understand how key ideas are related.

#### **Psychology II (4047)**

This course on Edgenuity will cover the following topics: Disorders: Classification and Treatment, Theories of Learning, and Social Psychology. This course features a variety of interactive course components enhance students' understanding. Students will work on a semester-long project in order to study the facial feedback theory with built-in options for levels of implementation and specialized rubrics, these in-depth projects focus on practical application of central concepts and provide students with an introduction to psychological research, case studies, and data collection. Students will have the opportunity to work with eResources in order to provide practice opportunities and immediate feedback for correct responses to help students practice and track complex key ideas. Students also will be able to utilize homework help videos reinforce key concepts as an instructor models the thought processes needed to answer a question. Students will be required to keep and maintain interactive graphic organizers in order for students to have the opportunity to manipulate information and understand how key ideas are related.

#### **United States Civics & Government (4051)**

United States Civics and Government; the entry level freshmen cohort student will examine and master the following content material; Foundations of Government, Origins of American Government, The Constitution, Federalism, and the Three Branches of Government.

#### **US History - 20<sup>th</sup> Century (4052)**

The students entering the third and final portion of U.S. History at CSE will begin the year studying the Civil War and Reconstruction's impact on American society in the late 19<sup>th</sup> century. From there the content moves through the last portion of the 19<sup>th</sup> century and into the



20<sup>th</sup> century covering such topics as: Settling the Frontier; the Industrial Age; Immigration and Urbanization; Life at the turn of the 20<sup>th</sup> Century. The course concludes with an in-depth study of Progressive Era.

### **US & World History 21<sup>st</sup> Century (4053)**

The students in World History will study major turning points that helped shape the modern world. Topics will include the cause and effect of both world wars as well as the Cold War. Students will examine the rise of democratic ideas and develop an understanding of the root causes of contemporary world issues.

### **Honors US Civics and Government (4054)**

Honors United States Civics and Government; the entry level freshmen co-hort student will examine and master the following content material; Foundations of Government, Origins of American Government, The Constitution, Federalism, and the Three Branches of Government. Although course content is the same as the non-honor course, the depth at which the student covers the topics will be deeper in this course.

### **Honors US History - 20<sup>th</sup> Century (4055)**

The students entering the third and final portion of U.S. History at CSE will begin the year studying the Civil War and Reconstruction's impact on American society in the late 19<sup>th</sup> century. From there the content moves through the last portion of the 19<sup>th</sup> century and into the 20<sup>th</sup> century covering such topics as: Settling the Frontier; the Industrial Age; Immigration and Urbanization; Life at the turn of the 20<sup>th</sup> Century. The course concludes with an in-depth study of Progressive Era.

### **Honors US & World History 21<sup>st</sup> Century (4056)**

The students in World History will study major turning points that helped shape the modern world. Topics will include the cause and effect of both world wars as well as the Cold War. Students will examine the rise of democratic ideas and develop an understanding of the root causes of contemporary world issues.

### **Ancient Civilizations I HS (4060)**

Students enrolled in this elective will examine the development of Civilization through the study of Mesopotamia, Egypt, Ancient Greece, the Roman Empire, India, China, and the Americas. By studying these civilizations and their impact on not only one another but our modern world, students will develop analytical skills in reading and writing while sharpening their geographic principles associated with the historical development of each of these civilizations.



### **Ancient Civilizations II HS (4061)**

Students enrolled in this elective will examine the age of exchange and encounters through the study of the Muslim world, Byzantines, Russians, and Turkish interactions, Empires in East Asia, European Middle Ages, the formation of Western Europe and the societies and empires of Africa. By studying these exchanges and encounters and their impact on connecting hemispheres of the globe both economically and culturally, students will develop analytical skills in reading and writing while sharpening their geographic principles associated with the historical development of each empire and culture.

### **Sociology I (4100)**

This course on Edgenuity is designed to provide insight into the human dynamics of our diverse society; this is an engaging course that delves into the fundamental concepts of sociology. This interactive course, designed for high school students, covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structure, the economic and political aspects of sociology, the sociology of public institutions, and collective human behavior, both historically and in modern times.

### **Sociology II (4101)**

This course on Edgenuity examines key aspects of contemporary society through a sociological lens, covering diverse topics that shape human interactions and societal structures. In Quarter 1, students explore themes of family dynamics and societal roles in Units 1 and 2. They investigate the definitions and functions of families, variations in family structures, the impact of divorce, and the roles of religion and education in shaping social norms and inequalities. Moving to Units 3 and 4, students analyze the intersection of economics, politics, sports, and media in influencing societal power dynamics, representation, and public perceptions. In Quarter 2, the focus shifts to global and environmental issues in Units 5 and 6, examining population trends, environmental impacts, urbanization, and challenges of urban living. Units 7 and 8 delve into collective behavior, social movements, and theories of social change, exploring how groups mobilize and challenge societal norms, and the forces driving and resisting social transformations in diverse contexts.

### **Personal Development (5021)**

In Personal Development, students will be learning: how to cope with and recognize how their anger affects themselves and others, how to utilize pro-social skills to carry on a positive conversation with others, and how to distinguish the differences between right and wrongs – morally. These are all components of the Aggression Replacement Training. The students will



also utilize team building skills, learn about how different cultures impact society, read/review current events, learn about drug and alcohol use/peer pressure, sexual education/prevention, cyberbullying and its effects on our youth, and character education through the “Character Be: About Program”. This course is typically offered in the 9<sup>th</sup> or 10<sup>th</sup> grade and is a required course as part of the CSE graduation requirements.

### **Skills and Applications (5022)**

In Skills and Applications, the students will be learning how to prepare for the career world, as well as how to live independently after high school. Some of the key concepts the students will be taught are: Budgeting and Finance, Resume Construction, Career Awareness, Proper Communication Skills in the work place, Post School Living and Job Interview Preparation.

### **Career Explorations (5042)**

This semester course prepares high school students to make informed decisions about their future academic and occupational goals. Through direct instruction, interactive skills demonstrations, and practice assignments, students learn how to assess their own skills and interests, explore industry clusters and pathways, and develop plans for career and academic development. This course is designed to provide flexibility for students; any number of units can be selected to comprise a course that meets the specific needs of each student’s skills and interests.

### **Career Planning and Development HS (5044)**

Introducing high school students to the working world, Career Planning and Development provides the knowledge and insight necessary to compete in today’s challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.



## Electives

### High School

#### **Foundations of Personal Wellness I (5018)**

This Edgenuity course will explore a combination of health and fitness concepts. Foundations of Personal Wellness is a comprehensive course that explores all aspects of wellness. This course uses pedagogical planning to ensure that students explore fitness and physical health and encourages students to learn about the nature of social interactions and how to plan a healthy lifestyle.

#### **Foundations of Personal Wellness II (5019)**

This Edgenuity course will allow students to continue exploring a combination of health and fitness. This course uses pedagogical planning to ensure that students explore fitness and physical health and encourages students to learn about the nature of social interactions and how to plan a healthy lifestyle.

#### **Wellness Fitness I (5023)**

This Edgenuity course will encourage students to make responsible, respectful, informed, and capable decisions about topics that affect the well being of themselves and others. The course provides students with targeted and pertinent information, which they can utilize to develop healthy attitudes and behavior patterns. Critical thinking and decision making skills are taught and practiced throughout the course, as students are encouraged to recognize that they have the power to choose healthy behaviors in order to reduce risks. Areas to be explored include: making responsible decisions; communicating effectively; mental & emotional health; building self-esteem; adolescence relationships & responsibilities; drugs, alcohol and tobacco; human sexuality; families & family relationships; preventing abuse & violence; and peer pressure.

#### **Wellness Fitness II (5029)**

Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, this course equips high school students with the skills they need to achieve lifetime fitness. Throughout this course, students assess individual fitness levels according to the five components of physical fitness cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design fitness programs to meet their individual fitness goals. Students will learn basic First Aid and CPR for infants, children, and adults gain lifesaving skills that can help you respond to emergencies.



### **Fitness (5031)**

Fitness is a course designed to help build the foundations of personal fitness. Students will learn how to safely and efficiently create exercise routines to best meet their fitness goals. They will learn about the components of fitness, proper exercise form, and specificity when it comes to working out in the fitness center. As a class, students will work towards lowering the average mile time as well as completing a couple of personal goals along the way.

### **Desktop Publishing (5033)**

Technology I introduces students to the basics of desktop publishing tools using Microsoft Office. Students will learn how to properly format real-world documents including resumes, business letters, spreadsheets, and higher end publications using Microsoft Publisher. Students will also hone their keyboarding skills using an online typing program. The course uses an approach and management system similar to that found in an online college course experience.

### **Technology in Society (5034)**

This course will explain the impact of technology on society in today's world as well as years past. Students will research and analyze issues involving social media, technology dependence, advancements in technology, and overall safety on the Internet. Cloud computing using Google docs will be utilized for assignment completion. The course uses an approach and management system similar to that found in an online college course experience.

### **Yearbook (5036)**

This course incorporates skills developed in Desktop Publishing and Graphic Design I. Students will design, create, fundraise, and sell the school yearbook. Students learn basic principles of yearbook production and develop skills that include writing copy, captions and headlines; digital photography; desktop publishing and using appropriate technology tools for media production. Strong computer and language skills are a must; teacher recommendation is required.

### **Web Technology (5038)**

Students in this course will learn the digital skills needed to work collaboratively and productively in a professional environment. Students will gain the ability to complete common workplace activities using cloud-based tools to create and share documents, spreadsheets, presentations, and files. They will communicate effectively with email and online meeting solutions. Students, at the end of this course, are expected to take and pass the G Suite certification exam.



### **Strategies for Academic Success (5040)**

This Edgenuity course offers a comprehensive analysis of different types of motivation, study habits, and learning styles. This course encourages high school students to take control of their learning by exploring varying strategies for success. Provided are engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

### **Health (5100)**

Health is a course designed to help increase students understanding of personal health and how to achieve their best health. The health units we will cover throughout the semester are Health and Your Wellness, Health and Your Body, Drugs, Diseases and Disorders, and Reproductive Health. Students will spend their class time viewing PowerPoints, completing notes, researching various health topics, and participating in a variety of learning activities.

### **Contemporary Health I (5101)**

This Edgenuity course will examine and analyze various health topics. Students will look at alcohol use, drug use, physical fitness, healthy relationships, disease prevention, relationships, and mental health, and each of their impacts on a healthy lifestyle. Throughout the course, students examine the practices and plans they can implement in order to carry out a healthy lifestyle, and the consequences they can face if they do not follow safe health practices. In addition, students conduct in-depth studies in order to create mentally and emotionally healthy relationships with peers and family, and to devise healthy nutrition, sleeping, and physical fitness plans. Students also examine and analyze harassment and bullying laws.

### **Contemporary Health II (5102)**

This Edgenuity course will continue the student's examination of various health topics. It looks at disease prevention, relationships, and mental health, and the impact of each on a healthy lifestyle. Throughout the course, students examine the practices and plans they can implement in order to carry out a healthy lifestyle, and the consequences they can face if they do not follow safe health practices. In addition, students conduct in-depth studies in order to create mentally and emotionally healthy relationships with peers and family, and to devise healthy nutrition, sleeping, and physical fitness plans. Students also study and analyze harassment and bullying laws.



### **Family & Consumer Sciences I (6027)**

The economic, social and political well-being of our country depends on the well-being of the family. Learning to make decisions and solve problems based on values, goals, and standards, along with working collaboratively and communicating effectively with others, are skills that students need as family members now and in the future. Students participating in the required Family and Consumer Sciences course learn effective strategies for managing a household, budgeting, shopping for and preparing nutritious foods, maintaining a well-organized and aesthetically pleasing home environment, and caring for children following developmentally appropriate practices and guidelines. The class incorporates the use of a variety of materials and methods with an emphasis on a “hands-on approach” whenever appropriate. Upon successfully completing this course and receiving a passing score on the final assessment, students will earn the childcare/babysitting credential through the American Red Cross. Credential: This course is linked to a credential – Childcare/Babysitting

### **Animation I (6049)**

In this course, students will be introduced to the area of Animation. Students in this course will learn how to create original animated shorts using stop-motion, cutout, pixilation and flash animation techniques. They will contribute to course discussions and critiques, watch and review animated films, design and build characters, sets and props, and create their own stories. Students will learn how to operate the computer software, use and set-up the digital video cameras and tripods, and create objects needed for their projects. Course projects will include teacher created assignments as well as open-ended assignments, where student input is critical.

### **Animation II (6050)**

In this course, students will continue to explore the subject of Animation. Students in this course will apply their knowledge of animation to create advanced original animated shorts using stop-motion, cutout, pixilation and flash animation techniques. They will contribute to course discussions/critiques, watch and critique animated films, design and build characters, sets and props, and create their own stories. Students are expected to independently operate the computer software, use and set-up the digital video cameras and tripods, and create objects needed for their projects. Course projects will focus on a series of independent student-created short films.



### **Graphic Design I (6051)**

This course gives students an introduction to graphic design and basic design principles. Students in this course will learn Adobe Illustrator, apply basic design skills and contribute to course discussions/critiques, and read/summarize topics relating to graphic design. Course projects will be a combination of teacher created assignments as well as opportunities to complete “real-world” design requests that may include poster and flyer design, page layouts, logo design, advertising, t-shirt design, food label design and menus.

### **Graphic Design II (6053)**

In this course, students will continue their application of graphic design principles. Students will expand their knowledge of Adobe Illustrator and Photoshop, apply intermediate design skills and contribute to course discussions/critiques, and read/summarize topics relating to graphic design. The semester will focus heavily on the creation of a fictional business entity and developing a consistent visual and marketing brand. Course projects will include logo design, advertising, menus, business cards, merchandise, packaging, and brochures. These projects will be completed with many revisions and critiques while meeting deadlines and design expectations on quality and content.

### **Fine Arts I (6071)**

In this course, students will be introduced to the elements and nature of the visual arts. They will gain a critical awareness of the content, purpose, and value of particular works in the arts. These basics are important in order to develop the understanding and skills necessary to gain a deep appreciation for the production of fine art. Students will be working with a variety of materials including pencil, colored pencil, acrylic paints, clay and printmaking.

### **Fine Arts II (6072)**

Content will include visual composition and design as well as real life applications of drawing, painting, and sculpting skills. This course begins with a review in order to refresh you on the concepts you learned in Fine Arts I. This course will then expand on those concepts using several different mediums. In the first quarter we will be working with pen and ink, painting, scratchboard and ceramics. Printmaking, watercolor and sculpture will occur in the 2<sup>nd</sup> quarter.



### **Ceramics (6073)**

In this introductory ceramics course, students will be exposed to basic hand building procedures in clay as well as wheel-thrown techniques. A variety of both utilitarian and non-utilitarian projects will be constructed. Students will also engage in fundamental glazing and firing techniques. All projects will include exposure to various tools, techniques and vocabulary. The students will also explore the unique pottery forms of different cultures as well as the role that pottery has played in the history of mankind.

### **Fundamentals of Music Technology (6077)**

Students enrolled in this course develop a foundational understanding of the history of technology in music from the late 1800s to today. They will gain knowledge about the first electronic musical instruments, the beginnings of recording, current digital technology for today's studios, and find out how computers and the internet have changed music forever. Students do not need any prior music experience or knowledge to take this class.

### **Digital Piano Lab (6078)**

Designed for the student who wants to learn piano or may have had some prior experience playing an instrument. In this course, the student will learn to read and write music; compose and improvise music; and incorporates music history, music of different cultures, and music of modern society in the assigned pieces of music. Students will also gain rehearsal skills needed for any level of performance opportunities that the student is comfortable with. Whether that's within the classroom, or in the public setting.

### **Music for Film & TV (6079)**

The purpose of this course will be to obtain an increased awareness of the many functions of composing music for visual media, including how to balance music and dialogue, how to influence the audience's emotional response, and how to create music that elicits a location or time period. The course also addresses issues specific to television, including main title theme songs, commercial bumpers, and working with music libraries. From there, each week focuses on a different genre of music for film and TV—themes such as romance, sadness, chase, horror, magic, and fantasy. This music composition course analyzes each genre in terms of melody, harmony, counterpoint, tempo, rhythm, and orchestration, forming a template for each genre that you can apply to your own writing. The course features music from the biggest composers in Hollywood, including John Williams, Alan Sylvestri, James Newton Howard, James Horner, Alexandre Desplat, Marco Beltrami, Bernard Herrmann, Aaron Zigman, and others.



### **Audio Recording & Production (6080)**

This course covers the basic practices and techniques in audio recording and music production. Students will explore the fundamentals of electronic, computer generated, and synthesized music. This course deals with cutting edge technology as well as a working knowledge of the development of modern electronics. Topics include fundamental acoustics, live sound production, computer music (notation, sequencing and accompaniment), multitrack recording, synthesizers and MIDI. Critical listening is also incorporated to identify multiple techniques of music production.

### **Podcasting for Beginners Level I (6081)**

This introductory podcasting course is designed for high school students who are interested in exploring the world of podcasting. Over the duration of this course, students will learn the fundamentals of podcasting, including what a podcast is, how to develop a show concept, and the basics of scripting and recording. By the end of the course, students will have created their own podcast episode. Course Modules include: Understanding Podcasting, Choosing Your Topic, Creating a Show Concept, Scripting and Planning, Recording and Editing, Voicing Your Podcast, Production, Publishing and Promotion.

### **Podcasting for Beginners Level II (6082)**

Building upon the knowledge gained in the introductory course, this advanced podcasting course is designed for students who aspire to pursue podcasting as a career or a serious hobby. Students will delve deeper into podcasting techniques, monetization strategies, audience engagement, and the business side of podcasting. Course Modules include: Advanced Recording Techniques, Editing for Mastery, Building a Brand, Monetization Strategies, Audience Engagement, Guest Management, Legal and Ethical Considerations, Podcast Business Basics, and Careers in Podcasting.

### **Media Arts I (6100)**

The objective of this course is to introduce students to a variety of digital media production tools and techniques. They will learn the basic principles of planning, recording, and editing various types of video broadcasts. Students will work through a series of workshops that allow them to learn how to use the equipment, transfer files, edit film, plan and create engaging video segments, learn basic interviewing skills, learn on-camera skills, and work as a team. Students will continue to practice and refine these skills by creating mock student newscasts with a variety of different group combinations.



### **Media Arts II (6101)**

The objective of this course is to further develop television production skills including journalism, shooting techniques, and advanced editing practices. Students will look for new ways to engage the audience and present information. Students will enhance their editing and narrative skills while also improving their on-camera presence. Level II students will be responsible for the content on the CSE weekly news, and will be available to create additional video projects as requested.

### **Media Arts III (6102)**

The objective of this course is to further develop television production skills including journalism, shooting techniques, and advanced editing practices. Students will look for new ways to engage the audience and present information. Students will enhance their editing and narrative skills while also improving their on-camera presence. Level III students will be responsible for producing the content for the CSE weekly news as well as producing and directing other video projects throughout the semester, as determined by students and faculty. Students are expected to maintain a leadership role within the classroom.

### **Media Arts IV (6103)**

The objective of this course is to further develop media production skills including journalism, shooting techniques, and advanced editing practices. Students will research new ways to engage the audience and present information. Students will enhance their editing and narrative skills while also improving their on-camera presence. Level IV students will be responsible for producing the content for the CSE weekly news as well as producing additional extension projects throughout the semester, as determined by students and faculty. Students are expected to maintain a leadership role within the classroom.

### **Media Arts V (6104)**

The objective of this course is to further develop media production skills including journalism, shooting techniques, and advanced editing practices. Students will research new ways to engage the audience and present information. Students will enhance their editing and narrative skills while also improving their on-camera presence. Level V students will be responsible for producing content for the CSE weekly news, producing additional extension projects as needed, supporting other students, and creating visual graphics and backgrounds. Students are expected to maintain a leadership role within the classroom.

### **Media Arts VI (6105)**

The objective of this course is to further develop media production skills including journalism, shooting techniques, and advanced editing practices. Students will continue to enhance their



editing, narrative and communication skills while also improving their on-camera presence. Level VI students will be leaders, tasked to produce and facilitate all aspects of the CSE weekly news. In addition, they will be responsible for two independent long form portfolio projects of their choice. Students are expected to maintain a leadership role within the classroom.

### **Introduction to Hospitality (7015)**

This semester course gives students both an overview of the industry and an introductory base of practical knowledge. These studies are necessary, in the next levels of the program, to negotiate the demands of a functioning food service operation. Topics to be covered will include Food Safety and Sanitation, Equipment Safety, as well as an overview of the Tourism Industry with special focus on Fine Dining, Casual Dining, and managed Services. Credential: ServSafe Food Service Certificate.

### **Practical Kitchen I (7016)**

Prerequisite to this course is Introduction to Hospitality (7015). This semester course gives students both an overview of the industry and an introductory base of practical knowledge. These studies are necessary, in the next levels of the program, to negotiate the demands of a functioning food service operation. Topics to be covered will include Food Safety and Sanitation, Equipment Safety, and Principles of Cooking, as well as an overview of the Tourism Industry with special focus on Fine Dining, Casual Dining, and managed Services.

### **Practical Kitchen II (7017)**

Prerequisite to this course is Introduction to Hospitality (7015), Practical Kitchen I (7016), and ServSafe Certification. In this class, students will begin to work in the kitchen and are exposed to the duties necessary in a professional working environment. Units will focus on a multitude of culinary experiences, while developing good working habits; through content readings, homework, mini-projects, and Culinary Lab practical Assignments. This class is repeatable and a student who repeats will add to their portfolio through the units.

### **Culinary Capstone (7019)**

Prerequisite to this course is Introduction to Hospitality (7015), Practical Kitchen I (7016), Practical Kitchen II (7017), and ServSafe Certification. This course focuses on the professional aspects and skills necessary to move beyond the simple management of a kitchen. Students will work as Sous Chefs and be responsible for the development of menus and retail items featured. A yearly project will be assigned and students will develop a saleable product for the next year (ie. Sauce, Meat Product, Seasoning Blends, etc...). Each student will be responsible to support the lower levels by the development of unit presentations from the Culinary Essentials study. This course will be treated as professional training.



### **Work Experience Internship (7024)**

This course is the entry level to the Workforce Development Program, in which students experience a simulated and controlled workplace environment. Students are required to develop transferable workplace acquisition and retention skills and become valuable and contributing members of a team. Beginning with the application process, interviewing, organization and submission of official documentation needed for official employment, and completion of a trial work period, students will become school employees and enter payroll to collect a wage for their work time. Students are evaluated throughout their employment by student managers and Workforce Staff, and must adhere to all requirements for grades, attendance, and behavior to retain employment.

### **Independent Work Study I (7030)**

Introducing high school students to the working world, the Independent Work Study course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a resume that can be used in their educational or career portfolio.

### **Independent Work Study II (7031)**

Introducing high school students to the working world, the Independent Work Study course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a resume that can be used in their educational or career portfolio.

### **Independent Work Study III (7032)**

Introducing high school students to the working world, the Independent Work Study course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course



includes lessons in which students create a self-assessment profile, a cover letter, and a resume that can be used in their educational or career portfolio.

### **Workforce Development (7037)**

Students will complete as pre-requisite to this course the Work Experience class. Having demonstrated competency in the essential skills from that course, students may be enrolled in Workforce Development. This course will continue to use the unique needs of the building as the vehicle by which students acquire, demonstrate, and develop their workplace retention skills. Under the supervision of the Workforce Managers and Staff, students must continually exhibit transferable work skills and begin to act in leadership roles within crews. To retain employment, students must demonstrate adherence to all Workforce Development Program requirements for grades, attendance, and behavior. Students will continue to be evaluated on their work skills and developed into reliable and useful employees.

### **Workforce Development Management (7038)**

Students will complete as prerequisite to this course Work Experience and Workforce Development. Having demonstrated strong aptitudes in workplace retention skills such as teamwork, dependability, positive attitude, and the ability to direct peers in the workplace, students will be placed in a management role over their work crews. All standards required in the prerequisite courses will continue to be monitored and assessed, as well as the student's ability to handle multiple responsibilities, think creatively and take the initiative to go above and beyond the baseline requirements. This is a credential course.

### **Advanced Workforce Development (7040)**

There are two tracks available to enroll in this Advanced Workforce course. Students will become eligible for this course either by successfully completing Work Experience and Workforce Development and receiving recommendations from the Workforce Development Staff and Job Coach, or by recommendation of the Job Coach and Guidance Department, approved by the Workforce Development Staff. Students are enrolled in this course during their work shifts at approved external worksites during the school day. Students will be responsible to follow all school and workplace procedures and to recover any missing schoolwork during their work shifts. Students are assessed by the worksite and Job Coach.



## Graduation Project

### High School

#### **Graduation Project (5026)**

The Graduation Project is required project as part of the CSE graduation requirements. There are multiple formats to choose as part of Service Learning. This semester-long course provides time for students to research their topic and seek additional support from a Graduation Project Teacher/Advisor. The course will include how to write a proposal, conduct research, write an outline, and other steps of the project. The graduation project is worth one credit and awarded at the completion of the project. The School Counselors assist students by narrowing a focus for the year-long process.



## Life Skills Support (LSS)

### High School

#### **LSS Language Arts (1068)**

This ULS based course is an intervention-level program designed to identify Special Education student's reading needs and to teach each reader in a modified fashion. This course provides comprehensive, developmental reading instruction designed to meet state, and common core standards. It also utilizes a student-interest-based library that provides guided reading activities at differentiated instruction take place to support and inspire students as they progress toward achieving academic goals. This course helps students improve their reading strategies and comprehension skills so that they will be successful in their content area classes and gain confidence through improved reading skills. Lesson plans within the Unique Learning System include a section defining differentiated tasks. This ULS Topic Cycle is a three-year outline of the Curriculum's monthly Targets, Units and Themes for the High School Band of learning. These differentiated tasks are based on three levels of learning for students with significant cognitive disabilities. These differentiated levels assure that all students have an appropriate means of demonstrating knowledge and skills in instructional activities. These instructional tasks may serve to support the Pennsylvania Alternate Assessment process.

#### **LSS Math (2068)**

This course designs itself to prepare Special Education students with functional math skills for independence. The course focus is developing fluency in working with and handling money, life skill- based addition, subtraction, multiplication and division. Students will explore number manipulation, modeling/solving equations, and means of measurement. Students will also have an opportunity to reach mastery with real life shopping and money management skills. Adaptations and modifications are used throughout the course. Lesson plans within the Unique Learning System (ULS) include a section designated to differentiating tasks. The ULS K-12 Unit Topic Cycle is a three-year outline of the Curriculum's monthly Targets, Units and Themes for the High School Band of learning. These differentiated tasks are based on three levels of learning for students with significant cognitive disabilities and assure that all students have an appropriate means of demonstrating knowledge and skills in instructional activities. These instructional tasks may serve to support the Pennsylvania Alternate Assessment process.

#### **LSS Science (3063)**

This ULS based course is an intervention-level program of Science offering a focused curriculum that explores Environmental Science, Biology, Physical Science and Scientific Inquiry. In this individualized class, students will focus on our Solar System, Earth's composition and structure, in addition to the history of our planet's resources. Topics also include an exploration of the Theory of Evolution, and Alternative Resources. Students will also research and focus on



Earth's environment and sustainability as well as offering students opportunities for hands-on experience through labs and field trips. Lesson plans within the Unique Learning System include a section defining differentiated tasks. The ULS K-12 Unit Topic Cycle is a three-year outline of the Curriculum's monthly Targets, Units and Themes for the High School Band of learning. These differentiated tasks are based on three levels of learning for students with significant cognitive disabilities and assure that all students have an appropriate means of demonstrating knowledge and skills in instructional activities. These instructional tasks may serve to support the Pennsylvania Alternate Assessment process.

### **LSS Personal Development (5020)**

Students enrolled in the Special Education Personal Development class, utilize designated class time working on a focused curriculum focused on transition, skill building and personal growth. This comprehensive course is designed to increase student knowledge and skills necessary for everyday living. The course emphasizes goal-setting, decision making and problem solving, communication, healthy lifestyles and relationships, nutrition, personal safety, citizenship and consumerism and providing quality and age-appropriate activities and learning tasks for students with learning differences. Students will explore skills in workstation format, as well as specially designed instruction. Lesson plans within the Unique Learning System include a section defining "differentiated tasks" that are based on three levels of learning for students with significant cognitive disabilities and assure that all students have an appropriate means of demonstrating knowledge and skills in instructional activities. These instructional tasks may serve to support the Pennsylvania Alternate Assessment process.

### **LSS Social Studies (4063)**

This ULS based course is an intervention-leveled program that aligns to student's individual learning needs and is delivered to each student in a modified fashion. This course provides pivotal American history curriculum designed to meet state, and common core standards. Topics include the social, economic and political reasons for the Declaration of Independence and the American Revolution. Students will focus on the Industrial Revolution and the ways in which technology has changed workplaces, cities and communities. Further, identifying leaders and peacekeepers of American History- leading into the Great Depression and Martin Luther King Jr. when students will delve into how, individually and as organized groups, can help eliminate prejudices and discrimination in the American future. The ULS K-12 Unit Topic Cycle is a three-year outline of the Curriculum's monthly Targets, Units and Themes for the High School Band of learning. These differentiated tasks are based on three levels of learning for students with significant cognitive disabilities and assure that all students have an appropriate means of demonstrating knowledge and skills in instructional activities. These instructional tasks may serve to support the Pennsylvania Alternate Assessment process.