



**2018-2019
Course
Description
Catalog**
7th – 12th grade

Our high schools are accredited by the North
Central Association



Approved by NCAA



Dear Students and Parents,

Skyline Education has a proud 18-year tradition of offering an outstanding program of academic courses, athletic programs, and fine arts. Our mission of providing a high-quality college preparatory education that bolsters character development through academics, arts, and athletics, leads us to seek offerings that will best prepare students for life after high school. This course book provides a brief description of every course, the sequence of those courses, and policies at Skyline Education.

Skyline's academic curriculum and school culture promote:

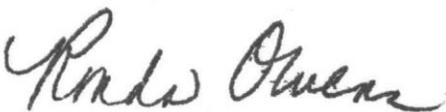
- A **results-focused education** with a clear end in mind that begins in Kindergarten and builds to mastery of the knowledge and skills that colleges and employers value
- **Clear and consistent goals** with an emphasis on real-world application of knowledge and skills
- **Relevant content** that increases ability to effectively use critical thinking and problem-solving skills to communicate, collaborate, and adapt to new situations in either college or in the workplace
- A sound, rigorous, **evidence-based preparation** for success in college and/or career.

Course selection plays an integral role in a student's future options. In high school, staff will support all students as they design a four-year, goal-oriented plan that will support their successes for many years to come. We want every student to be prepared for the future. This preparation begins by making informed choices regarding the classes to pursue in high school. Our academic deans are highly skilled and dedicated to helping each student reach his or her goals.

It is critical for both students and parents to be involved in the course selection process and work closely with their assigned academic dean to make the appropriate selection necessary to meet his or her goals. Please feel free to reach out to the principal, teachers, and academic deans for assistance and with any questions you may have.

Faculty and staff at Skyline Education are here to support every student in an effort to achieve their lifelong pursuits. Remember that your involvement and partnership in this process is essential for success. Join us on our journey!

Sincerely,



Ronda Owens, M. Ed.
CEO, Skyline Education, Inc.

Skyline Education District Mission

Our mission is to provide each student and family we serve with high quality **COLLEGE PREPARATORY** educational programs and services designed to engage the individual student's strengths and interests and foster a love of learning while developing character through academics, arts, and athletics.
Skyline Academy Mission

Skyline Academy is a private school founded in faith and trust among the students, parents and all stakeholders. Skyline Academy seeks to teach students the real-world life experiences while developing their leadership skills in Academics and Athletics.

Educational Philosophy

With dynamic effort and direction, all students will strive to reach their full potential and be empowered to lead successful and productive lives.

Our charter schools are founded on the premise that all students can be successful in college. For this to become reality, we must provide children with a focused, standards based curriculum. Student mastery will be achieved through content-rich lessons that imparts core knowledge and essential learning skills.

In order to achieve academic excellence, our program will focus on character development through academics, athletics, and the arts. Combining a constant focus on character development and academic excellence, will lead our students to be prepared for the challenges that lie ahead of them in education and in life.

School Contact Information

South Phoenix Campus

Grades	School	Administration
K-4	South Phoenix Prep and Arts Academy 7450 S. 40 th Street Phoenix, AZ 85042 Phone: (877) 225-2118 Fax: (877) 821-5462	TBA, Principal
5-8	South Valley Prep and Arts Academy 7470 S. 40 th Street Phoenix, AZ 85042 Phone: (877) 225-2118 Fax: (877) 821-5462	Tasha Gant, M.Ed., Principal
9-12	Skyline Prep and Arts Academy 7500 S. 40 th Street Phoenix, AZ 85042 Phone: 1 (877) 225-2118 Fax: 1 (877) 821-5462	Tasha Gant, M.Ed., Principal

Chandler Campus

Grades	School	Administration
K-6	Vector Prep and Arts Academy 2020 N. Arizona Ave. Suite 5 Chandler, AZ 85225 Phone: (877) 225-2118 Fax: (877) 821-5462	Greg Garland, M.Ed., Principal
7-12	AZ Compass Prep School 2020 N. Arizona Ave. Suite 206 Chandler, AZ 85225 Phone: 1 (877) 225-2118 Fax: 1 (877) 821-5462	Phil Wilson, M.Ed., Principal
7-12	Skyline Academy Private School 2020 N Arizona Ave Suite 109 Chandler AZ 85225 480 779 200 ext 2131	Ronda Owens, M.Ed. Principal

Bapchule Campus

Grades	School	Administration
5-12	Skyline Gila River- District 5 978 N. Preschool Road P.O. Box 1885 Bapchule, AZ 85221 Phone: (480) 403-8580 Fax: (520) 315-3233	Vaughn Flannigan, Principal

Preschools

Grades	School	Administration
Ages 3-5	Chandler Preschool 2020 N. Arizona Ave. Suite 5 Chandler, AZ 85225 Phone: (877) 225-2118	Natasha Gillen, Director
Ages 3-5	South Phoenix Preschool Phone: (877) 225-2118	Jewel White, Director

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Course Description Catalog

This course description catalog is a comprehensive list of courses available in the Skyline School system.

- ✓ *Course offerings may vary from campus to campus based upon available facilities, highly qualified staff, and adequate student enrollment.*
- ✓ *Additional courses may be added throughout the year to meet the needs of the students.*
- ✓ *Courses taken in Middle School for High School credit will be evaluated for credit towards graduation requirements.*

Annual Public Notification of Nondiscrimination:

Skyline Schools does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. Skyline Schools' Career and Technical Education Department does not discriminate in enrollment or access to any of the available programs. The limitation of English language skills shall not be a barrier to admission or participation in the district's activities and programs. Skyline Schools also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinators at the schools

All our High Schools are accredited through **Advance ED** (formerly North Central Accreditation) and **NCAA** (National Collegiate Athletic Association)

High School Enrollment

Enrollment

To enroll call or visit the school of your choice. Then complete an Enrollment packet for the desired school.

Enrollment packets are also available online and be found on the district website:

<http://www.skylineschools.com/>

Go to the school website, where you can also download the enrollment packet.

Grading

Multiple assessment structures are needed to gain an accurate picture of student readiness and mastery.

Graded tasks may include but are not limited to the following:

1. Summative Assessments
2. Alternative Assessments
3. Long term Projects
4. Labs
5. Daily Activities

Students attending Skyline Education schools will be assessed using the following grading scales.

Grading Scale	GPA
90-100 = A	A = 4.0
80-89 = B	B = 3.0

70-79 = C	C = 2.0
60-69 = D	D = 1.0
0-59 = F	F = No credit

Courses that have weighted grades are indicated in the description of the course.

Weighted grades are assigned to classes that are significantly more rigorous and provide students with multiple opportunities to take greater ownership of their learning. Grades lower than a "C" are not weighted.

**Please be aware that Arizona Universities and many others will unweight these grades.*

**** Weighted courses taken in another district must correlate with the Skyline Education's weighted courses in order for weighted credit to be awarded.**

Incomplete

Students who receive a grade of Incomplete must complete the necessary make-up work in a timely fashion according to each teacher's guidelines before a letter grade will be assigned.

An Incomplete grade signifies that a portion of the required course work has not been completed and evaluated in the prescribed

timeframe due to unforeseen, but fully justified reasons and that there is still a possibility of earning credit.

It is the responsibility of the student to reach an agreement with the teacher on the means by which the remaining course requirements will be satisfied.

A final grade is assigned when the work agreed upon has been completed and evaluated.

When assigning a grade of Incomplete ("I"), the instructor shall:

- Complete *the Statement of Requirements for Completion of Course Work* (see Appendix E)
- Retain a signed copy for his/her records
- File a signed copy with the department for future reference
- Provide a signed copy to the student and parent.

When specific requirements are completed, the instructor will report a change of grade.

If the requirements are not met in the timeframe set by the teacher or before report cards are issued for the following grade period, the I becomes an F or no credit.

Ronda S Owens Honors Academic Program

Students will be recognized quarterly for academic achievement based on the following criteria:

Full-time students who have applied and are members of the RSO Honors (See appendix A) Program and meet and maintain the honor roll requirements and who demonstrate excellent character traits.

Honor Roll Requirements

	Highest Honors	Honors
Math	Students earn A's in all academic content areas. .5 credit	Students earn B's or better in all academic content areas. .4 credit
ELA		
Science		
Social Studies		

Skyline Scholars

Skyline scholars are full-time students with a cumulative grade point average of 3.80 or better without any grades lower than a "D" and without any I's on the transcripts.

National Honor Society

The National Honor Society (NHS) is an organization established to recognize outstanding students. It consists of more than just being on the Honor Roll.

The four pillars of the National Honor Society are: leadership, character, service and scholarship. Sophomores and juniors with a cumulative 3.900 weighted grade point average are reviewed for membership to the

National Honor Society by a faculty council selected by the principal.

Students in the tenth through twelfth grade are eligible for membership into the NHS.

The faculty council reviews leadership, service and character for the selection process as per the National Association of Secondary School Principals' Constitution.

All members are expected to maintain their grade point average, complete ten community service hours per quarter, and participate in the National Honor Society service project. Members are also expected to attend all general meetings throughout the year.

Extracurricular Eligibility for our National Basketball Team is through tryouts only. Please contact Zyzick Owens for tryout schedules.

Arizona Interscholastic Association Eligibility We are CAA?

There is an activity participation fee for each interscholastic activity or sport as established in school policy.

Eligibility for participation in these sanctioned extracurricular activities, a student must pass all courses with a "C" or better, the quarter prior to participation. This includes 9th graders.

Students that are ineligible to play, may apply for eligibility

reinstatement at three (3) week intervals.

The student must be passing all current classes to be considered for reinstatement.

Academic Eligibility

Skyline Education's network of schools currently participate in the CAA (Charter Athletic Association).

Per CAA Constitution.

4.4 Eligibility of players

4.4.1. Each school must maintain and enforce an academic eligibility policy with a minimum of all passing academic grades (No F's).

4.4.1.1 If a player that is not academically eligible participates in a CAA game/contest, that game/contest is declared a forfeit.

4.4.2. Players must take no less than 51 percent of their schooling through the school's curriculum.

4.4.2.1 Students must be enrolled in 3 core curriculum classes at their school in order to be considered eligible for that school.

4.4.2.2. In a student's last year of high school, they are only required to take as many classes as necessary to complete their graduation requirements in order to be considered eligible.

4.4.3. Students transferring into a school after the official start date of a season (First official day of practice) must sit out that season unless they did not play that particular sport the year before. With the exception of students who change address or domicile to a

location closer to the school the student is transferring to. This includes junior high and high school.

4.4.4. High school students cannot be 19 on or before September 1st

4.4.4.1 Limit of 4 years of High School eligibility from 9th-12th grade per sport. (2017)

4.4.4.2 Student athletes 6th grade or below may not play on varsity level teams.

4.4.4.3 Junior Varsity athletes can be in grades 7th – 11th only.

4.4.5. Junior high students cannot be 15 on or before September 1st.

4.4.6. Players must be in eighth grade or below to play junior high sports. The individual school is responsible for determining the accurate grade level of the student based on their standards.

4.4.7 The grade level of a home school student, due to the unique structure of their curriculum, shall be of no consequence and age will be the sole determining factor.

4.4.7.1 Once a student has met the State of Arizona requirements for graduation or any other states, they lose eligibility to continue to compete in the CAA, even if they still meet age requirement.

4.4.8. Once a 7th or 8th grade student has played in 3 or more regular season games with the varsity or junior varsity team they may not return to the junior high team.

4.4.9. For all High School competitions (except football, track and cross country) a varsity or junior varsity a team is only eligible to participate in a maximum of 24

games during the season with no more than 2 tournaments excluding the state tournaments.

4.4.9.1 A game is defined as contest that 5 or more CAA athletes from one CAA team participate in together.

4.4.9.1 Junior high team is only eligible to participate in a maximum of 16 games and with no more than 1 tournament excluding the state tournament.

4.4.10 For all High School competitions in the following sports football, track and cross country a varsity or junior varsity team is only eligible to participate in a maximum of 12 games or competitions during the season excluding the state tournament.

4.4.10.1 A game or competition is defined as contest that 5 or more CAA athletes from one CAA team participate in together.

4.4.11. In accordance with title 9, women may only participate on men's teams when a corresponding sport is not offered by the member school. A co-ed team must enter the league as a men's team.

4.4.12 All student athletes must watch the NFHS Concussion video to be eligible to compete in a CAA contest/game. See website for details.

4.4.13. The league will entertain applications for hardship before each scheduling meeting but is under no obligation to accept them.

4.4.13 Hardships:

4.4.13.1 Combining of Teams – The joining together of students from two

or more member schools in the same area or close proximity to form a single team shall be permitted subject to the following conditions:

4.4.13.2 Permission must be obtained from the *Disciplinary Committee* on an annual basis.

4.4.13.3 If a combined school team is approved. The team will be set into a division based on their boys and girls grades 9-11 enrollment, shall be combined for division level placement. (3A or 2A)

4.4.13.4 Home school athletes who want to compete at a member school must submit a letter stating that 51 percent of their curriculum is received from home schooling. Letter needs to be signed by parents.

4.4.13.5 Students who attend local Junior High or High school, where a particular sport is not offered and are requesting to compete for a current CAA member school must submit the CAA Hardship Form prior to the start of that particular sport season.

4.4.14. Schools failing to comply with the guidelines defined in Article 4.4 will be held accountable per the guidelines established in Article 7.

High School General Studies Requirements

Curriculum Area	Skyline Prep and AZCP Graduation Requirements	College/University Entrance Requirements for Arizona w/ graduation from Skyline Education
English	4 credits	4 credits (Composition/Literature based)
Math	4 credits (Algebra II requirement may be modified using a Personal Curriculum, upon approval R7-2-302.03)	4 credits (Students must complete coursework through the pre-calculus level)
Science	3 credits	3 credits in lab science (Must include any 3 of the following areas: biology, chemistry, earth science, physics and integrated science.)
Social Studies	3 credits (Students must obtain a passing score in the American Civics Act Exam to graduate.)	2 credits (1-year American history)
Foreign Language	0 credits	2 credits (Same language)
Fine Arts/CTE	1 credit	1 credit
PE/Dance	1 credit	0 credits
Electives	6 credits	6 credits
Total Credits Required	22 credits	22 credits (SAT or ACT exam may be required. Contact the college or university of your choice for specific entrance requirements, including GPA, rank or test scores.)

All students will meet with their counselors to devise a four-year plan during the first semester of their freshman year (or when they transfer into the school). They will create an education and career action plan (ECAP) using the Career Pathways and Focus Areas, as a guide to select their General Elective, Fine Arts, and CTE courses. Students are encouraged to look at colleges they are

interested in attending and review the entrance requirements for the schools with their counselor.

Career Choices

Pathway	Description	Career Options	Suggested Elective Courses
<p>Natural Resources</p> 	<p>This path includes programs related to the environment and natural resources. These may include agriculture, earth sciences, environmental sciences, fisheries management, forestry, horticulture, and wildlife management.</p>	<p>Veterinary Assistant, Game Warden, Landscaper, Farmer, Rancher, Food Scientist, Botanist, Agricultural Engineer, Economist, Oceanographer, Geologist, Meteorologist,</p>	<p>Chemistry, Economics, Southwest Ecology, Environmental Science, Physical Science, Physics, Research and Writing</p>
<p>Arts, Communications, and Humanities</p> 	<p>This path includes programs related to the humanities and to the performing, visual, literary, and media arts. These include architecture, creative writing, film and cinema studies, graphic design and production, journalism, foreign languages, radio and TV broadcasting, advertising, and public relations.</p>	<p>Newscaster, Teacher of the Arts, Author, Journalist, Public Relations Specialist, Dancer, Motion Picture Photographer, Fashion Designer, Archeologist, Archivist and Curator (history or art museum), Musician, Jeweler, Cartoonist, Public Relations Specialist</p>	<p>Art, Creative Writing, Computer Foundations, Dance, Geometry (H), History, Journalistic Writing, Media/TV Production, Music, Personal Finance, Public Speaking, Speech and Debate, Storytelling</p>
<p>Business Systems</p>	<p>This path includes programs related to the business environment. These</p>	<p>Accountant, Financial Planner, Retail Buyer or Sales, Travel Agent,</p>	<p>Advanced Algebra with Financial Application,</p>

	<p>may include entrepreneurship, sales, marketing, finance, hospitality and tourism, computer/information systems, accounting, personnel, economics, and management.</p>	<p>Bank Teller, Payroll Clerk, Internet Administrator, IT Auditor or Project Manager, City Manager, Economist, Programmer, Software Engineer, Real Estate Agent</p>	<p>Business Foundations, Computer Foundations, Economics, Integrative Math IV, Public Speaking, Statistics and Probability</p>
<p>Engineering and Industrial Education</p> 	<p>This path includes programs related to the technologies necessary to design, develop, install, or maintain physical systems. These may include engineering and related technologies, mechanics and repair, manufacturing technology, precision production, electronics, and construction.</p>	<p>Hardware Designer, Carpenter, Architect, Roofer, Chemist, Marine Architect, Auto Mechanic, Electrician, Machinist, Welder, Communications Technician, Painter, Engineers: Automotive, Chemical, Computer, Civil, Electrical, Manufacturing</p>	<p>Algebra, Architecture Design, Chemistry, Engineering Design (H), Geometry, Physics, Research and Writing, Robotics,</p>
<p>Health Services</p> 	<p>This path includes programs related to the promotion of health as well as the treatment of injuries, conditions, and disease. These may include medicine, dentistry, nursing, therapy and rehabilitation, nutrition, fitness, and hygiene.</p>	<p>Chiropractor, Dentist, Hospital Administrator, Nurse, Music or Occupational or Physical Therapist, Veterinarian, Speech and Language Pathologist, Doctor, EMT, Psychologist, Nursing or Dental Assistant, Dental Hygienist, Pharmacist</p>	<p>Anatomy & Physiology, Biology, Chemistry, Physical Education, Psychology I & II, Research and Writing, Statistics and Probability</p>
<p>Social and Human Services</p>	<p>This path includes programs related to economic, political, and social systems.</p>	<p>Special Education Teacher, Athletic Trainer, Detective, Lawyer, Librarian,</p>	<p>Government/Civics History, Public Speaking,</p>

	<p>These may include education, law and legal studies, law enforcement, public administration, child and family services, religion, and social services.</p>	<p>Market Research Analyst, Police Officer, Social Worker, Psychiatrist, Marriage Counselor, Librarian, Teaching Assistant</p>	<p>Psychology I & II, Research and Writing, Speech and Debate, Statistics and Probability</p>
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Focus Areas

Focus	Courses
<p>Competitive Sports</p> 	<ul style="list-style-type: none"> • Football • Basketball • Soccer • Physical Education • Volleyball • Baseball
<p>Performing Arts</p> 	<ul style="list-style-type: none"> • Ballet (Beginner to Advanced) • Dance • Hip Hop • Jazz • Modern • Lyrical (Beginner to Advanced) • Cheer • Music • Chorus
<p>Visual Art</p> 	<ul style="list-style-type: none"> • General Art • 3-D Art • Drawing • Painting • Design • Stage Craft and Theater Art • Pop Art and Portfolio
<p>CTE (Career and Technical Education)</p>	<ul style="list-style-type: none"> • Leadership • Careers in Teaching (CIT)Program • Business Foundations • Engineering Design (H)

	<ul style="list-style-type: none"> • Functional Life Skills • Fashion Design • Psychology I & II • Robotics • Performing Arts • Graphic Designs
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EDUCATION AND CAREER ACTION PLAN (ECAP)

An ECAP reflects a student's current plan of coursework, career aspirations, and extended learning opportunities in order to meet the student's individual academic and career goals. In accordance with Arizona Administrative Code R7-2-302.05, effective for the graduation class of 2013, schools shall complete an ECAP for every student in grades 9-12 prior to graduation. Schools shall develop an ECAP in consultation with the student and the appropriate school personnel upon enrollment to the high school. For additional information, visit www.azed.gov/ecap

Examples of a Schedule

Students who are interested in attending a college or university are encouraged to review the entrance requirements with their counselors.

**For more information review the High School General Studies Requirements.*

(Graduation Requirement Sample)

<u>Freshmen Year:</u>	<u>Sophomore Year:</u>	<u>Junior Year:</u>	<u>Senior Year:</u>
Econ/Enterprise is	senior year and an	additional science	
English	English	English	English
Science	Science	Science	Elective
Math	Math	Math	Math
Elective	Social Studies	Social Studies	Elective
Fine Arts-CTE	Physical Education	Elective	

(College/University Requirements Sample)

<u>Freshmen Year:</u>	<u>Sophomore Year:</u>	<u>Junior Year:</u>	<u>Senior Year:</u>

English
Science
Math
Foreign Lang.

English
Science
Math
Social Studies
Foreign Lang.

English
Science
Math
Social Studies
Physical Education

English
Science
Math
Fine Arts
CTE

**Beginning with the 2017 cohort, ALL high school students must obtain a passing score on the American Civics Act Exam to graduate.*

**Potential to graduate early.*

Scheduling

Placement

All students registered for classes at any Skyline Education school will be required to take benchmark tests.

These tests are used to determine students academic level and class placement. Current students will be evaluated and tested annually to ensure proper placement for the following school year.

Courses taken in Middle School for High School credit will be reevaluate for students placements and to meet the students High School graduation requirements.

Schedule changes

Each year, a new master schedule is created to accommodate students' course selections.

Students may modify their course requests at designated times during the spring and summer months.

Students receive a copy of their final schedule at orientation. Upon receipt of the final schedule, students may not modify their schedules unless they are adding or dropping a course or changing levels in a course.

Once the quarter has begun, schedule change requests must adhere to the following guidelines:

- **Adding a Course:** Students may add a course in place of a free hour, study hall, or another class during the first three days of a quarter if space is available in the course. Students must consult with the teacher regarding make-up requirements for any missed content.
- **Course Retake/Credit Recovery:** Grades achieved in repeatable courses are cumulative. Transcripts for students repeating these courses will reflect the original and the repeated course

grade; however, duplicate credit will not be awarded. The higher grade will be used in computing the GPA.

Testing

Testing is a State requirement.

State mandated testing (AZMerit) requires mandatory full-day attendance.

Students who attend regularly are given the knowledge and skills necessary to demonstrate academic excellence and the ability to do well in the college, university, or career of their choice.

These tests are designed to represent the necessary grade level knowledge and skills student need to be successful. It provides data that is analyzed to assess the needs of the students and the resources that are need to ensure growth and academic achievement.

Students are encouraged to do their best.

Promotion, and Retention of Students

Attendance is an important factor in a student's ability to successfully complete the course requirements and master the content.

While high school students are not retained in the current grade level, they are required to earn credit in all courses prescribed by the State Board of Education for graduation. Students not earning a passing grade will be required to recover the

course for credit in order to stay on track for graduation. Students may recover courses in subsequent blocks as their schedule allows or they may recover courses in summer school.

Transfer Students

Transfer students who plan to graduate from a Skyline Education, Inc. high school will be held responsible for District graduation requirements.

Coursework completed outside the District will be evaluated to determine whether or not credit will be awarded.

To receive a Skyline Education, Inc. diploma, a transfer student must meet graduation requirements and have earned five credits in a district high school.

Students who transfer in the final quarter of their senior year must earn a minimum of three credits. The transfer student must also be enrolled in the school granting the diploma in the quarter of graduation.

Honors courses taken at another district, community college, or university must correlate with Skyline Education, Inc. honors courses in order for weighted credit to be awarded.

Independent Study

Independent study may be offered to students upon request with the agreement of a supervising teacher who is certified in the subject.

Students must complete and Independent Study form. (see Appendix B) and get administrative approval. This form is also available on line.

The approved form must be completed with a detailed description of the work to be accomplished and completed. Upon completion of the authorized study, the course will be entered on the transcript as

“Course Name – I.S.” Credits shall be awarded on the basis of the Carnegie unit criteria.

- Independent study may be authorized only for courses in the approved program of study.
- Students are limited to one independent course per quarter.
- A maximum of two credits may be earned through independent study.
- Weighted grades may not be assigned for independent study except in the case of an advanced placement course.

Honors Courses

Honors courses enable students to prepare for and pursue college-level studies while still in high school. Students who complete honor level courses may have the opportunity to earn college credit through Advanced Placement and International Baccalaureate testing.

Incoming freshmen interested in Honors courses must receive administration’s approval, based on analysis of benchmark assessments and previous grades. This should be discussed during the ECAP consultation.

Because of the high caliber of curriculum, these courses carry a weighted grade (5.0). Students must receive an 80% or better to receive weighted GPA and eligibility for Honors courses.

Students changing to an Honors track after their Freshman year must have the approval of the principal and have a cumulative GPA of 3.5 or higher.

All Honors courses must comply with the following guidelines:

- A. Provide a foundation for success in AP and/or ACT/SAT and consistently align with AP and ACT/SAT content.
- B. Consistently align with AZCCRS and rigor of college coursework.
- C. Require additional effort and perseverance on the part of the student. Summer reading or other outside activity is often an expectation.
- D. Consistently require thinking at the highest levels of Bloom’s Taxonomy (application, analysis, synthesis, and evaluation).
- E. Require students to demonstrate higher levels of reading comprehension, analytical writing, oral

- communication, and test-taking skills across disciplines.
- F. Require prior mastery of all prerequisite skills.
 - G. Require an end-of-course assessment.

Advanced Placement Courses

Advanced Placement courses were created by the College Board, which offers college-level curricula and examinations to high school students.

The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study.

It is a rigorous academic program built on the commitment, passion, and hard work of students and educators from both secondary schools and higher education.

The AP Program enables students to take college-level courses and exams, and to earn college credit or placement while still in high school.

Taking AP courses also increases eligibility for scholarships and makes candidates more attractive to colleges.

Incoming freshman interested in AP courses must receive administration's approval, based on analysis of benchmark assessments and previous grades. This should be discussed during the ECAP consultation.

Because of the rigorous curriculum, these courses carry a weighted grade (5.0). Students must receive an 80% or better to receive weighted GPA and eligibility for AP credit. Parents are responsible for paying the cost of the AP exam. It is recommended that all students taking AP courses take the AP exam, although it is not required.

Students who score well on the exams may be awarded college credit in most of the nation's colleges and universities.

In assessing a student's application, many colleges also look favorably upon courses designated as AP since these courses represent more rigorous content than the standard high school curriculum. Students are encouraged to investigate the AP policy of the college of their choice.

**All AP courses must comply with similar guidelines as Honor courses, but only the successful completion of the AP course to ensure college credit. AP courses are more aligned to prepare students for the AP exams.*

Dual Enrollment

Dual enrollment credit through Grand Canyon University is available for eligible juniors or seniors.

Concurrent enrollment credit through Grand Canyon University is only at the community college campus. For information about both of these opportunities, please

contact the school's Academic Dean.

Students may be granted high school course credit for coursework they complete in non-high school institutions such as community college and universities. The following guidelines shall apply:

- The institution in which the course is taught must be accredited.
- The hours of the course must correspond with the amount of time that would normally be spent in the high school for a given course for which credit is to be granted.

A college or community college course for high school credit must carry three (3) hours or more to be granted a 0.5 credit at the high school. College courses may be combined to receive the 0.5 credit only with administrative approval.

- Approval by a building-level administrator is required prior to registering for the college course.
- The student shall be limited to taking one course at the college level for high school credit per quarter of any given year, except when approved by the high school principal or his/her designee.
- It shall be the student's responsibility to have an official transcript from the college submitted to the high school verifying that the student has successfully

completed the course and received a credit.

- Honors weight will not be assigned to courses taken outside the district curriculum unless the course is designated an honors course and is offered within the school.

Summer School

Skyline Education's summer academic program offers opportunity for enrichment and remediation (credit recovery). The courses taken during this program become part of the student's transcript.

Students attending summer school in another accredited high school district must request that school to forward their grades to the appropriate Skyline Education registrar.

Otherwise it is considered external credit and is not included in the calculation of the student's grade point average.

Testing Out for Credit Process

The following steps are for a student requesting to test out of a course for credit.

This process is only intended for courses required for graduation. However, the principal may allow this process to be used for elective classes if the department chair or teacher of record agrees.

1. Student completes *Test Out for Credit* form (see Appendix C) form and meets with Academic Dean. This must be

- completed within the first ten days of the quarter. The principal may waive the time requirement if special circumstances exist.
2. The Academic Dean, department chairs, or principal will meet with the student and establish assessment criteria and dates. Potential assessment tools include mid-term and final exams, oral reports, interview, written reports, etc.
 3. The department chair or appropriate teacher will administer the examination and evaluate the student's performance. There is an expectation that this process will be completed within twenty days of the meeting identified in Step 2.
 4. A student may not test out of a course they have already completed within a specific department class and they may not test out of course that is at a lower level than other courses they have taken within the same department.
 5. If the student is granted credit, it is the responsibility of the Principal to report the results to the registrar. Credit shall be granted based upon the student scoring at or above 70% on this exam; however, no letter grade will be granted.

**NCAA does not accept a course that a student tests out of as a core class.*

Records Request(s)

Arizona Revised Statute § 15-828(G) states: Within five school days after enrolling a transfer pupil from a private school or another school district, a school shall request directly from the pupil's previous school a certified copy of the pupil's record. The requesting school shall exercise due diligence in obtaining the copy of the record requested. Notwithstanding any financial debt owed by the pupil, any school requested to forward a copy of a transferring pupil's record to the new school shall comply and forward the record within ten school days after receipt of the request unless the record has been flagged pursuant to section 15-829.

* * * School districts shall include in the educational records required by this subsection data collected pursuant to sections 15-741 and 15-766 as prescribed by the state board of education.

Arizona law also requires that any disclosure of educational records by a school or a school district comply with the Family Educational Rights and Privacy Act (FERPA). A.R.S. § 15-828(H). FERPA allows a school to disclose students' education records without prior consent when the disclosure is to another school where the student seeks or intends to enroll. 34 C.F.R. § 99.31(a)(2).

Official transcripts or Diplomas may be requested by graduated students by:

1. Mailing a signed written request
2. Faxing a signed written request
3. Emailing an attachment with a signed written request.

Fees: (cash, check, money order, or credit cards) payments can be made over the phone.

Transcript fee is \$5.00 per copy.

Diploma fee is \$5.00 per copy.

The following information needs to be included to complete your request:

1. Your full name at time of enrollment
2. Date of birth
3. Contact Phone number
4. Email address
5. Dates of attendance
6. Year of graduation
7. Indicate if requesting transcript, diploma, or both
8. Number of copies requested
9. The address where the transcripts or diploma are to be sent (include specific departments if applicable)

Requests can be sent to:

1. Email: dmartinez@skylineschools.com
2. Email: pr@skylineschools.com
3. Call: 480-779-2000
4. Fax: (877) 821-5462
5. Mail: Skyline Education - 2020 N. Arizona Ave. Chandler, AZ 85225 - Attn: Daisy Martinez

****Requests will be sent in 1-2 business days from receiving the written request and payment.**

Current students will be given 2 non-official transcripts per year. If more than 2 are required within a school year, a \$5.00 fee will be assessed.

Graduation

Early Graduation

Students wishing to graduate early should meet with their Academic Dean to determine eligibility. Once it is determined that the student can meet graduation requirements earlier than the scheduled quarter of graduation, the student, with parent approval, must complete an *Intent to Graduate Early* form (see Appendix D). This form is also available on line.

Graduation Deficiencies

Any senior with deficiencies at the end of their eighth quarter must complete all coursework prior to August 1st in order to receive a diploma from the previous scheduled cohort.

Students who fail to meet graduation requirements at the end of eight quarters of attendance will be permitted to continue in school and carry a course load sufficient to permit them to meet graduation requirements the following year.

Students who fail to meet graduation requirements will be subject to new requirements that may have been adopted.

Students with 0.5 deficiencies will be allowed to participate in graduation ceremonies, but will not be issued a diploma or transcript until completion of summer school.

Students will be given an opportunity up to the age of 22 to fulfill the graduation requirements and receive a Skyline Education, Inc. diploma.

**Students must obtain a passing score in the American Civics Act Exam to graduate.*

Senior Recovery Program

The Senior Recovery Program is designed to support students who have attended 4 years of high school but need to recover credits for high school courses in order to receive a diploma.

Gila River Senior Recovery Program

The Teacher-in-Charge reports to the Academic Deans. The following are the program entrance requirements:

- Transcript review and interviews
- Must be 5th year in high school and at least 17.5 years old
- Must have some credits or a GED to enter program
- Must maintain academic GPA of a 2.0 or greater
- Cannot withdraw due to no attendance or incomplete assignments

Students must attend at least 4 hours per day of classes from 8:00am to 12:00pm Monday through Thursday

and an elective afternoon class. Fridays can be set up for Work electives or elective classes on campus.

Through the Guidance department and teacher approval, students can get elective credits through working/volunteering.

Students are expected to wear school colors while in attendance - Purple/white/black tops (t-shirts are OK) and follow policy for pants/skirts/shorts for males and females.

Students can graduate early upon earning enough credits for a diploma.

AZ Compass Senior Recovery Program

The Teacher-in-Charge reports to the Dean of Students. The following are the program entrance requirements:

- Transcript review and interviews
- Must be 5th year in high school and at least 17.5 years old
- Must have some credits or a GED to enter program
- Must maintain academic GPA of a 2.0 or greater
- Cannot withdraw due to no attendance or incomplete assignments

Students must attend at least 4 hours per day of classes from 7:45am to 11:45am Monday through Friday. Fridays can be set up for Work electives or elective classes on campus.

Through the Guidance department and teacher approval, students can get elective credits through working/volunteering.

Students are expected to wear school colors while in attendance - Green/white/black tops (t-shirts are OK) and follow policy for pants/skirts/shorts for males and females.

Students can graduate early upon earning enough credits for a diploma.

Valedictorian/Salutatorian Selection

Skyline Education will use the following guidelines to give all students an equal opportunity:

- Only students in the top 5% of the graduating class will compete for the position of valedictorian and salutatorian.
- No valedictorian or salutatorian candidate will have a grade lower than a "C" in any subject.
- Foreign exchange students will not be eligible for the valedictorian or salutatorian position.
- Mid-year graduates will be eligible for the valedictorian or salutatorian position if they have been enrolled a minimum of 2 years at the graduating high school.
- The valedictorian or salutatorian must have taken a minimum of twelve and one-half (12.5) credits at the high school they are graduating from, and must be **enrolled in a minimum of four (4) classes (full time status) per block.**
- Students who have been suspended during their senior year will not be allowed to speak at

graduation and will be ineligible for this honor.

Students who are interested in competing for the valedictorian or salutatorian position are encouraged to discuss this process with their school's Academic Dean.

College Admissions

Completion of the requirements for high school graduation will allow admittance to a community college, it does not ensure entrance into all colleges and/or trade schools, etc.

Anyone planning to pursue higher education should determine the entrance requirements of the school he/she plans to enter.

This should be discussed while creating your ECAP for scheduling and planning purposes.

**Admission requirements are subject to change.*

Admission to Community Colleges

Admission to a community college in Arizona may be granted to any person who meets at least one of the following criteria:

- Is a graduate of a high school which is accredited by a regional accrediting association as defined by the United States Office of Education or approved by a State Department of Education or other appropriate state educational agency.
- Has a high school certificate of equivalency.

- Is a transfer student in good standing from another college or university.

In-state/Arizona Universities

Students will be assured admission to an Arizona University if they rank in the top 25 percent of their class and have no deficiencies in the 16 core academic classes. Students may receive “delegated” admission with a core GPA of 3.0+ and no more than two deficiencies in the core areas, excluding science and math. Deficiencies cannot be in the same core area. All other applicants will be admitted after individual consideration of their transcript and test scores.

NCAA Eligibility Requirements for Division I and II Athletes

Students who are interested in competing in athletics at the Division I or Division II collegiate level must meet the academic eligibility requirements of the National Collegiate Athletic Association (NCAA).

For more information on the Division I and Division II eligibility requirements, please visit

http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf

Curriculum Overview

English Language Arts and Math Curriculum 7-12th Grade

In 7-12th grade, students will have access to Engage NY curriculum for both English Language Arts and Math. These curricula provide

instructional practices on achieving 21st century literacy and supports Arizona College and Career Ready Standards (AZCCRS). It also provides additional guidance on implementation of the standards with English Language Learners (ELLs), Multilingual Learners (MLLs), and Students with Disabilities (SWDs).

Science Curriculum

In 7-12th grade, students have access to Lab-Aids, a research based core curriculum that supports AZCCRS and NGSS. Students are provided with guided and open-ended inquiry opportunities to experience the scientific process and natural phenomena.

Learning Resources

USA Test Prep

USA Test Prep is an online student performance tracking system that allow students in grade 3-12th grade To work on targeted skills based on their benchmark assessment or teacher created test. Students will have a personalized learning path to help them master skills that they are not currently proficient in in all core subject areas. This program can be found at:

<https://www.usatestprep.com/member-login>



English Language Arts

9th - 12th grade

The English Language Arts courses include the academic areas of English, speech, reading, and journalism. It offers courses on three levels – traditional, honors, and advanced. It is the program's goal to assist students in becoming critical and analytical readers, logical and insightful thinkers, and skilled users of written, visual, and oral communication. All courses promote inquiry and a framework for argumentation to prepare students for college. These objectives are taught through written as well as spoken language. All literature classes feature extensive readings and research in critical writings about literature, whereas writing classes focus on writing skills and fluency.

To view AZCCRS ELA standards, [click here](#).

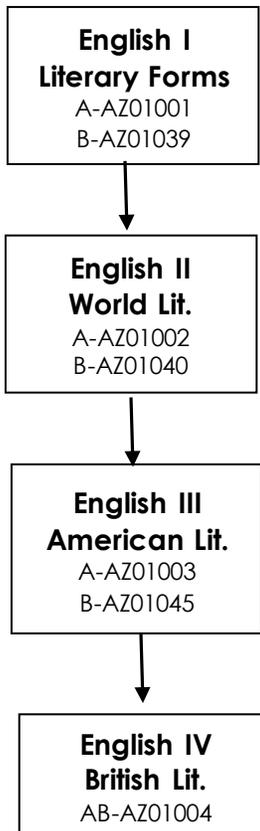
Key Features of the Standards

<p>Reading: Text complexity and the growth of comprehension</p>	<p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Regardless of what the students are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p>
<p>Writing: Text types, responding to reading, and research</p>	<p>The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing; other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.</p>
<p>Speaking and Listening: Flexible communication and collaboration</p>	<p>Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.</p>

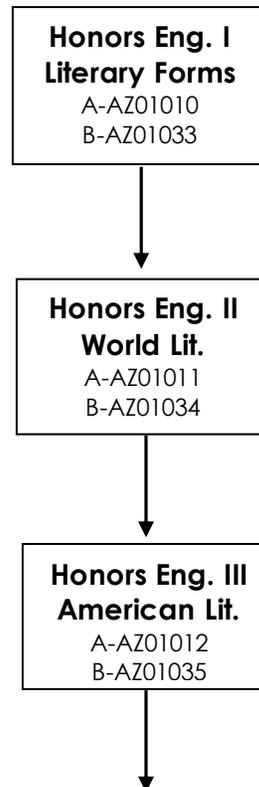
<p>Language: Conventions, effective use, and vocabulary</p>	<p>The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.</p>
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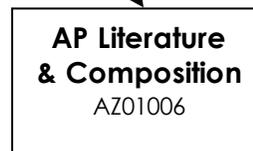
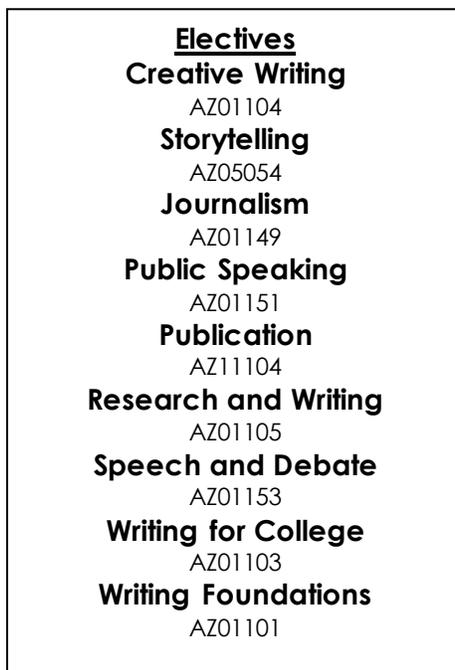
English Language Arts Pathways

Traditional



Honors/Advanced





Course

Descriptions

English I A & B – Literary Forms (1.0 credit)

A-AZ01001 B-AZ01039

This course develops proficiencies in the areas of reading, literary analysis, writing, grammar and usage, oral communication, and research through reading and inquiry.

Vocabulary study and reading instruction are integrated into the study of literature and other texts as students explore the overarching theme of the course—the individual's understanding of himself/herself and others.

Critical thinking skills are enhanced and assessed regularly through discussions and learning how to present information in multiple formats.

Students are required to deliver one formal speech each quarter.

This course fulfills graduation requirements.

This course fulfills AZ university requirements.

Honors English I AB-Literary Forms (1.0 credit)

A-AZ01010 B-AZ01033

This course is more demanding and students are expected to display higher level thinking skills and advanced analytic skill in both reading and writing.

Students will read a range of literary and informational texts ranging in size and complexity. They analyze the texts' academic language and vocabulary and learn how to apply the same strategies in their writing.

They will examine authors' choices in different literary genres and read critical reviews of works.

Students will write argumentative, persuasive, reflective and informative works as well as provide oral responses to prompts that require the ability to cite evidence from the text using appropriate grammar.

Authentic class discussions play a vital role in assessing the students understanding. Class discussions are a means of enhancing their literacy skills. This holistic approach to literacy learning acclimates students to the benefits of reflection and learning to think deeply about the ways they interact and communicate with the world around them.

Students are required to read at home prior to class instruction.

*This course fulfills graduation requirements.
This course fulfills AZ university requirements.*

Prerequisite: Director approval

English II AB - World Literature (1.0 credit)

A-AZ01002 B-AZ01040

This course emphasizes the universal themes found in world and multicultural literature. An emphasis is placed on critical reading skills. The writing process is used to enhance the skills of drafting, revising, and proofreading a writing assignment.

Students will build content knowledge by reading a range of complex texts from around the world and throughout time including Shakespeare, Winston S. Churchill and more.

They will write argumentative, persuasive, reflective and informative types of texts. Prompts will require students to cite evidence from the text, analyze and internalize the texts' academic language and vocabulary.

*This course fulfills graduation requirements.
This course fulfills AZ university requirements.*

Prerequisite: English I

Honors English II AB - World Literature (1.0 credit)

A-AZ01011 B-AZ01034

This course requires students to display higher level thinking skills and advanced analytic skill in both reading and writing.

Writing a well-developed essay and language skills are emphasized to align with the advanced placement test in English.

*This course fulfills graduation requirements.
This course fulfills AZ university requirements.*

Prerequisite: "B" or better in Honors English I or Director approval

English III AB - American Literature

(1.0 credit)

A-AZ01003 B-AZ01045

This course analyzes the correlation between in our country's history and literature. Through the literature, students review and deepen their analysis of language and rhetorical devices.

Students continue to study the elements of argumentation and persuasion; identifying logical fallacies, refuting the opposition, and employing rhetorical and stylistic strategies.

This writing intensive course includes sophisticated literary analysis and argumentative essays. A minimum of two in-class essays are assigned per quarter.

This course fulfills graduation requirements.

This course fulfills AZ university requirements.

Prerequisite: English II

Concurrent class: U.S. History

Honors English III AB - American Literature

(1.0 credit)

A-AZ01012 B-AZ01035

This course emphasizes the development of skills for informed citizenship, and analyze thematic movements in our country's history and literature.

Additionally, this course will cover American themes, authors, and

literary movements with an emphasis on combining analytical thinking skills with essay writing.

Students are scheduled for concurrent courses: U.S. History and American Literature, allowing for the separate and integrated study of the two disciplines.

This course fulfills graduation requirements.

This course fulfills AZ university requirements.

Prerequisites: "B" or better in Honors English II or Director approval.

Concurrent class: Honors U.S. History

English IV AB -British Literature

(1.0 credit)

AB-AZ01004

This course focuses on novel studies to explore European history through the writings of Chaucer, Milton, Blake, Wordsworth, Dickens, Shakespeare, T. S. Eliot, Virginia Woolf and more.

Students will read epics such as Beowulf & Gilgamesh and are introduced to some of the greatest works of Western civilization. The literature and informational text in this course are often considered challenging in content, style, or structure, but they give us insight into the roots of modern consciousness.

The course investigates a wide range of themes such as romance, family duty, crime and punishment, and the search for meaning in a complex world. While critical reading and

writing will be the major focus, this course also lends itself well to theatric and creative projects. Students will be required to write narrative, argumentative essay, reflective essay, short story, historical investigative report, and a multimedia presentation of an argument.

This course fulfills graduation requirements.

This course fulfills AZ university requirements.

Prerequisite: English III

Honors English IV AB – British Literature (1.0 credit)

AB-AZ01056

This course explores European history through the writings of Chaucer, Milton, Blake, Wordsworth, Dickens, Shakespeare, T. S. Eliot, Virginia Woolf and more.

Students will read epics such as Beowulf & Gilgamesh. The British Isles, though small in size, have brought forth one of the world's greatest literary traditions—rich in comedy, tragedy (both in theater and fiction), and lyric poetry.

Major themes in European & British literature—particularly social class, love, and duty; are analyzed.

Students will also read and write about literature written in English from the former colonies—India, Africa, and the Caribbean. While critical reading and writing will be

the major focus, this course also lends itself well to theatric and creative projects

This course fulfills graduation requirements.

This course fulfills AZ university requirements.

Prerequisites: "B" or better in Honors English III or Director approval

AP Literature & Composition (1.0 credit)

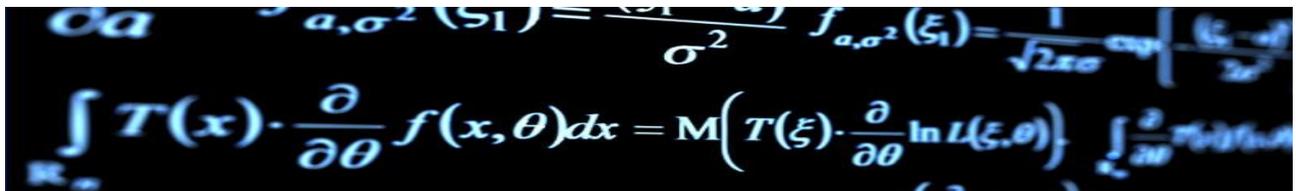
AZ1006

This course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, theater) from various periods.

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course and engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone.

Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Prerequisites: "B" or better in Honors English III and Director Approval



Mathematics

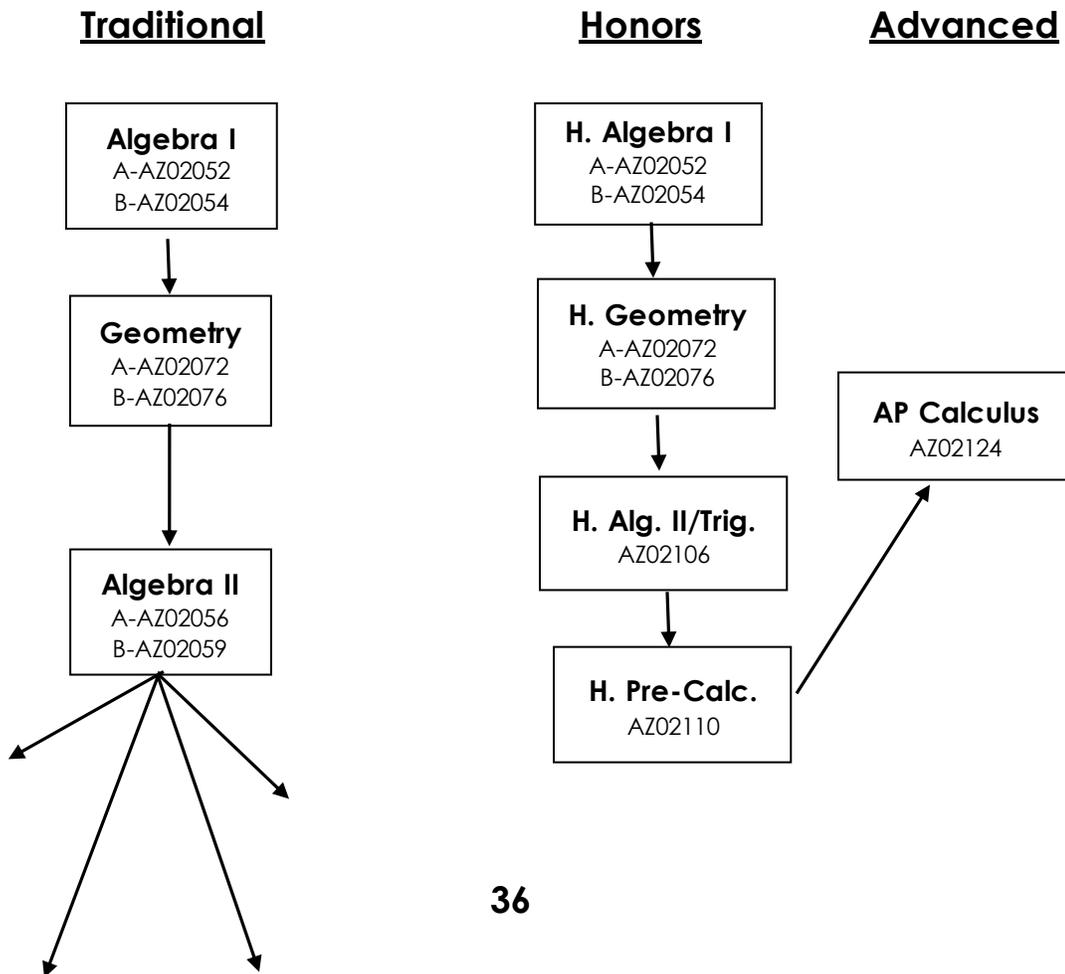
9th-12th grade

The Mathematics course offerings provide options and electives for meeting individual needs, experiences, and goals of all students. Course offerings provide opportunities for the development of problem-solving skills and techniques for theoretical and applied settings. Instructional design promotes student-engaged learning activities. Graphing calculators are used as an integral part of concept development. These skills and techniques will serve the student in future career and educational undertakings.

The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

To view AZCCRS high school math standards, [click here](#).

Mathematics Pathways



Trig.
AZ02106

**Statistics and
Probability**
AZ02021

**Advanced Algebra
with Financial
Applications A & B**
AZ02069

**Integrated
Math IV**
AZ02061

Electives
Algebraic Foundations
AZ02049
Integrated Math IV
AZ02061
Topics of Algebra
AZ02058
Topics of Geometry
AZ02075
Transitional Algebra
AZ02055
**Principals of Algebra and
Geometry**
AZ02074
Transitional Algebra
AZ02055

Course Descriptions

Advanced Algebra with Financial Applications A & B (1.0 credit)

AZ02069

Advanced Algebra with Financial Applications is a comprehensive algebra-based, technology-oriented course. Students utilize mathematical skills from Algebra 1 and 2 in real-world contexts. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations.

Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using

mathematical analysis and data to support their findings.

Prerequisite: Algebra I, Algebra II

Algebra IA & B (1.0 credit)

A-AZ02052 B-AZ02054

This course provides for the use algebraic skills in a wide range of problem-solving situations. Focus is placed on the concept of functions.

Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations.

This course must be taken to fulfill graduation requirements.

This course fulfills AZ university requirements.

Successful completion of this course will prepare students to enter Geometry.

Honors Algebra I A&B (1.0 credit)

A-AZ02052 B-AZ02054

This course covers key concepts such as variables, function patterns, graphs, operations with rational numbers, and properties of rational numbers.

Students solve linear equations and inequalities, and study slope and graphing linear functions. It also explores the basics of quadratic equations, radical expressions and equations, rational expressions and functions, introduces the fundamental counting principle and elaborates permutations, combinations and probability.

Technology plays a huge component in this course, especially hand-held graphing calculators.

This course must be taken to fulfill graduation requirements.

This course fulfills AZ university requirements. Successful completion of this course will prepare students to enter Geometry and Honors Geometry.

Prerequisites: Benchmark assessments and Director approval

Algebra 2A & B (1.0 credit)

A-AZ02056 B-AZ02059

This course extends the content of Algebra I and provides further development of the concept of functions.

Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability.

This course must be taken to fulfill graduation requirements.

This course fulfills AZ university requirements.

Successful completion of this course will prepare students to enter Pre-Calculus and other advanced math courses.

Prerequisite: Algebra I, Geometry

Honors Algebra II/Trigonometry (1.0 credit)

AZ02106

In this course students examine all the major concepts presented in Algebra I are reconsidered and expanded to include varying levels of complexity and difficulty in application.

Additional topics include: functions and relations, irrational numbers, conic sections, exponential functions, complex numbers, and logs. Trigonometry topics include trig functions, acute angles and right triangles, radian measure and circular functions, graphs of the

circular functions, trigonometry identities, inverse circular functions, and trig equations.

This course fulfills AZ university requirements.

Successful completion of this course will prepare students to enter Honors Pre-Calc.

Prerequisites "B" or better in Honors Geometry.

Geometry IA & B (1.0 credit)

A-AZ02072 B-AZ02076

In this course students address the concepts of congruence, similarity, right triangles and trigonometry, circles and geometric measurement and geometric properties with equations, and applying the mathematical practices skills.

Students will experiment with transformations, understand congruence in terms of rigid motions, prove geometric theorems, define trigonometric ratios, use coordinates to prove simple geometric theorems algebraically, and visualize relationships between two-dimensional and three-dimensional objects.

A Geometry course must be taken to fulfill graduation requirement.

This course fulfills AZ university requirements.

Successful completion of this course will prepare students to enter Algebra II.

Prerequisite: Algebra I

Honors Geometry A & B (1.0 credit)

A-AZ0272 B-AZ02076

This honors course includes the rigorous study of formal geometric proofs, polygons, circles, coordinate geometry, solution of right triangle trigonometry problems, Euclidean transformations, and mathematical structure and logic.

An examination of algebraic, geometric, and numeric relationships, the concept of linear programming, analysis of functions, and probability. Also, covered in this course are areas of plane figures along with surface areas and volumes of three dimensional objects. Students will be asked to write formal proofs throughout the year.

A Geometry course must be taken to fulfill graduation requirements.

This course fulfills AZ university requirements.

Successful completion of this course will prepare students to enter Honors Algebra II.

Prerequisite: Algebra I with a "B" or better or Honors Algebra I

Integrated Math IV AB (1.0 credit)

AZ02061

In this course student will learn about analyzing data, standard deviation, and normal distributions. They will also learn about arithmetic and geometric sequences and their series, rational and inverse functions, radians, degrees, and the unit circle. This course also teaches students about trigonometric identities, sum and difference formulas,

applications of trigonometry, polar coordinates and vectors. They will also learn about functions, polynomial functions, exponential functions and logarithmic functions.

This course fulfills graduation requirements.

This course fulfills AZ university requirements.

Prerequisites: Geometry & Algebra 2

Pre-Calculus A & B (1.0 credit)

AZ02110

This course presents students with a formal study of functions, an analysis of sequences and series, fundamental counting principle, permutations and combinations the binomial theorem and probability. Students will use technology to employ multiple approaches to problem solving and data modeling.

Students will solve problems using the Laws of Sines and Cosines and will also analyze vectors and conics, study systems of equations and matrices, and solve systems using matrices.

This course fulfills AZ university requirements.

Successful completion of this course will prepare students to enter Calculus and other advanced math.

Prerequisites: Algebra II & Geometry

Honors Pre-Calculus A & B (1.0 credit)

AZ02110

This honors course includes a rigorous study of the skills necessary for the advanced study of calculus including angle measure, relations and graphs of trigonometric functions, rectangular and parametric coordinates and conversions among them, rectangular and polar coordinates, complex numbers including DeMoivre's theorem, polynomial functions and their properties, the real number line, conic sections, sequences and series, limits, continuity, horizontal and vertical asymptotes, zeroes and holes of rational functions, the concept of rate of change, and parametric and polar functions.

Technology will play a large part in this course, especially hand-held graphing calculators.

This course fulfills AZ university requirements. Successful completion of this course will prepare students to enter Calculus and other advanced math.

Prerequisite: "B" or better in Honors Alg II/Trig or Director approval

AP Calculus A & B (1.0 credit)

AZ02124

This Advanced Placement course covers the prescribed College Board curriculum and is intended for advanced mathematics students who may pursue further study in mathematics or a mathematics-related field. This AP course

incorporates skills and techniques of algebra and geometry into analytical approaches to problem-solving using functions of one variable.

Topics covered include functions, limits, derivatives of algebraic and transcendental functions, curve sketch applications, velocity and rate and maxima-minima problems, definite and indefinite integrals, techniques of integration, and ordinary differential equations.

Students enrolled in this class are expected to take the College Board Advanced Placement (AP) Exam. Exam scores, and each college/university, will determine eligibility for college credit.

This course fulfills AZ university requirements.

Prerequisites: "B" or better in Pre-Calc or Honors Pre-Calc and Director approval

Statistics and Probability A & B (1.0 credit)

AZ02201

This course addresses descriptive statistics topics including frequency distributions, histograms, graphs, and measures of center and spread.

Probability topics include addition rules, binomial distribution, and normal distribution. Inferential statistics topics include estimations for population measures, hypotheses testing, correlation, goodness-of-fit,

and statistical process control and expected values.

This course fulfills AZ university requirements.

Prerequisites: Trigonometry or Honors Pre-Calc.

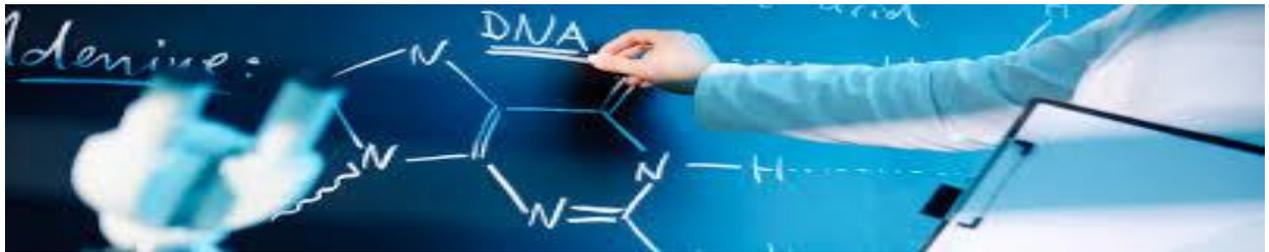
Trigonometry A & B (1.0 credit)

AZ2103

This course addresses analyzing functions, transformations and inverse functions. Students will learn about radians, the unit circle, right-triangle trigonometry, trigonometric functions, inverse trigonometric functions, trigonometric identities and trigonometric equations.

Additional topics include vectors, conic sections, parametric curves, and the polar coordinate system.

This course fulfills AZ university requirements.



Science

9th – 12th grade

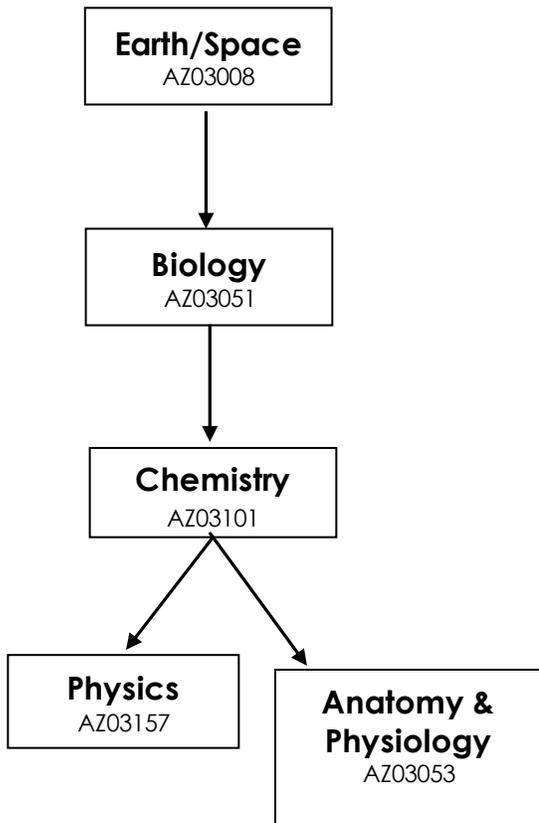
Science instruction should involve students actively using scientific processes to understand course content and make connections to real life and related areas of study. In meeting the goal of the standards students are exposed to the six strands (Inquiry Process, History and Nature of Science, Science in Personal and Social Perspective, Life Science, Physical Science, and Earth and Space Science) Students will have the opportunity to develop both the skills and content knowledge necessary to be scientifically literate members of the community.

To view the AZ Science standards, [click here](#).

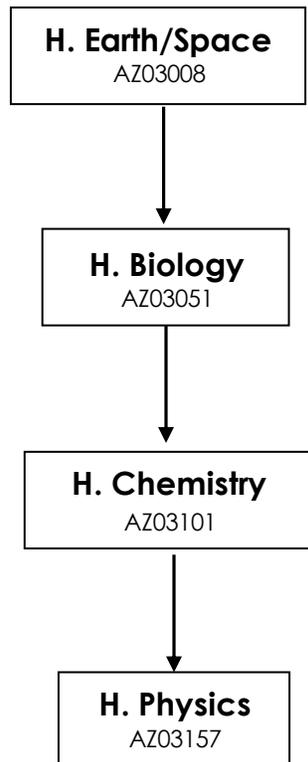
Strand	Concept
1 Inquiry Process	1 - Observations, Questions and Hypotheses
	2 – Scientific Testing (Investigation and Modelling)
	3 – Analysis and Conclusions
	4 - Communication
2 History and Nature of Science	1- History of Science as a Human Endeavor
	2 – Nature of Scientific Knowledge
3 Science in Personal and Social Perspectives	1 – Changes in Environment
	2 - Science and Technology in Society
	3 – Human Population Characteristics (HS)
4 Life Science	1 – Characteristics of Organisms (K-4), Structure and Function in Living Systems (5-8), The Cell (HS)
	2 – Life Cycles (K-4), Reproduction and Heredity (5-8), Molecular Basis of Heredity (HS)
	3 – Organisms and Environments (K-4), Populations of Organisms in an Ecosystem (5-8), Interdependence of Organisms (HS)
	4 – Diversity, Adaptation, and Behavior (K-8) Biological Evolution (HS)
	5 – Matter, Energy and Organization in Living Systems (HS)
5 Physical Science	1 – Properties of Objects and Materials (K-4), Properties and Changes of Properties in Matter (5-8), Structures and Properties of Matter (HS)
	2 – Position and Motion of Objects (K-4), Motion and Forces (5-8, HS)
	3 – Energy and Magnetism (K-4), Transfer of Energy (5-8), Conservation of Energy and Increase in Disorder (HS)
	4 – Chemical Reaction (HS)
	5 – Interactions of Energy and Matter (HS)
6 Earth and Space Science	1 – Properties of Earth Materials (K-4), Structure of the Earth (5-8), Geochemical Cycles (HS)
	2 – Objects in the Sky (K-3), Earth's Processes and Systems (4-8), Energy in the Earth System (Internal & External) (HS)
	3 – Changes in the Earth and Sky (K-4), Earth in the Solar System (5-8), Origin and Evolution of the Earth System (HS)
	4 – Origin and Evolution of the Universe (HS)

Science Pathways

Traditional



Honors



Electives

- Applied Biology**
AZ0309
- Chemistry in the Community**
AZ03105
- Conceptual Physics**
AZ03161
- Environmental Science**
AZ03003
- Physical Science**
AZ03159
- SW Ecology**
AZ03210

Course Descriptions

Anatomy & Physiology A&B (1.0 credit)

AZ03053

This course is the study of structure and function of the human body. Topics include cells, tissues, organs, organ systems and body systems. This course is for the student interested in the areas of science, nursing, pre-med, health, physical education and performing arts. An in-depth study of all human systems, structure and functions, is included. Major components of this class are dissection lab work and writing in-depth lab reports. A thorough study of cell structure and function are incorporated in the course. This lab science course fulfills graduation requirements.

This course fulfills AZ university requirements.

Prerequisite: 2 years of lab science

Biology A & B (1.0 Credit)

AZ03051

This course includes the study of the structure of organisms and how they function. Topics of this course include the nature of science, biochemistry, cell biology, heredity, evolution, and ecology. Body systems are integrated throughout the curriculum.

The focus is on interactive lectures, note-taking, laboratory exercises, and classroom discussions with

applications to everyday life experiences.

Opportunities are provided for students to conduct investigations and make connections between biological concepts and their own life experiences using the scientific method.

This course is designed with a strong focus on group work, discussion, writing activities, and projects.

*This lab science course fulfills graduation requirements.
This course fulfills AZ university requirements.*

Honors Biology A & B (1.0 Credit)

AZ03051

This course is a more rigorous and goes into greater depth and requires more abstract thinking. It prepares students for further studies in Biology.

This course is divided into four Life Science (LS) concepts with a lab. (LS1) includes structure and function, growth and development of organisms. (LS2) comprises the understanding interdependent relationships in ecosystems, cycles of matter, and energy transfer in ecosystems. (LS3) involves inheritance of traits and variation of traits. (LS4) involves evidence of common ancestry and diversity, natural selection, adaptation, biodiversity and humans.

This lab science course fulfills graduation requirements. This course fulfills AZ university requirements.

Prerequisites: Algebra I

Chemistry A & B (1.0 credit)
AZ03101

This course examines how everything around you is made of matter. Chemistry is the study of the composition of matter and its changes. Chemistry affects all aspects of life and most natural events because all living and nonliving things are made of matter.

Chemistry is fundamental to understanding many other sciences. This course will study the structure of matter, its properties, and changes in its properties as a result of chemical reactions. The relationship between the field of chemistry and the scientific method is explored. Topics will include: atomic theory and structure, the periodic table, chemical reactions, stoichiometry, equilibrium, gas laws, acids/bases, and environmental chemistry.

This lab science course fulfills graduation requirements. This course fulfills AZ university requirements.

Prerequisite: Year 3 or Director approval

Honors Chemistry A & B (1.0 credit)
AZ03101

This Honors Chemistry course is a rigorous, semi-mathematically oriented study of the physical world of matter, and its interactions with energy.

It addresses key concepts and processes of the state of matter, atomic theory, organization of the periodic table, types of chemical bonds and reactions, the naming and formulas of chemicals and chemical reactions. Laboratory work stresses observation, proper and safe techniques, logical data interpretation, and systematic acquisition of laboratory skills.

This lab science course fulfills graduation requirements. This course fulfills AZ university requirements.

Prerequisite: Algebra I and Director approval.

Earth & Space Science A & B (1.0 credit)
AZ03008

This course addresses major concepts such as the materials which compose Earth, the rock cycle and types of rocks, Earth's resources, formation and movement of soil, glaciers, deserts, and alluvial landscapes, earthquakes, volcanoes, plate tectonics, mountain building and geologic time.

This course explores concepts such as the ocean floor, seafloor

sediments, waves, tides, and shoreline processes, characteristics of the atmosphere, precipitation, air pressure and wind, storms, climate, early astronomy, Earth-Moon-Sun interactions, and Solar System.

Careers in Earth Science are explored and key scientists are studied.

*This lab science course fulfills graduation requirements.
This course fulfills AZ university requirements.*

Prerequisites: none

Honors Earth & Space Science A & B (1.0 credit)

AZ03008

This course covers three areas of Earth & Space Science (ESS). (ESS1) includes the universe and its stars, earth and the solar system and the history of planet Earth. (ESS2) involves earth materials and systems, plate tectonics, water, weather, climate, and bio-geology. (ESS3) comprises of natural resources, natural hazards, human impact on Earth systems, and global climate change.

Engineering and technology figure prominently as students use mathematical thinking to study science concepts.

*This lab science course fulfills graduation requirements.
This course fulfills AZ university requirements.*

Physics A&B (1.0 credit)

AZ03157

This course addresses concepts of mechanics, wave behavior and thermodynamics.

Newton's Laws of motion, thermal properties of matter, and thermodynamic systems are also explored. And yes, some of the basic concepts of quantum physics are presented. Understanding mathematics is an important part of learning physics.

The program will be supported by an interactive laboratory environment where students will gain hands-on experience with the concepts being studied.

This lab science course fulfills graduation requirements.

This course fulfills AZ university requirements.

Prerequisite: Algebra II

Honors Physics A&B (1.0 credits)

AZ03157

Honors Physics is a more rigorous course that goes into greater depth and requires more abstract thinking supported by mathematical problem-solving skills. It is designed for the student desiring a stronger physics background and preparing to take subsequent physics courses.

This course including lab work, addresses concepts of matter and its interactions, motion and stability, energy, waves and applications in

technologies, mechanics, wave behavior, thermodynamics and quantum physics.

*This lab science course fulfills graduation requirements.
This course fulfills AZ university requirements.*

Prerequisites: Algebra II



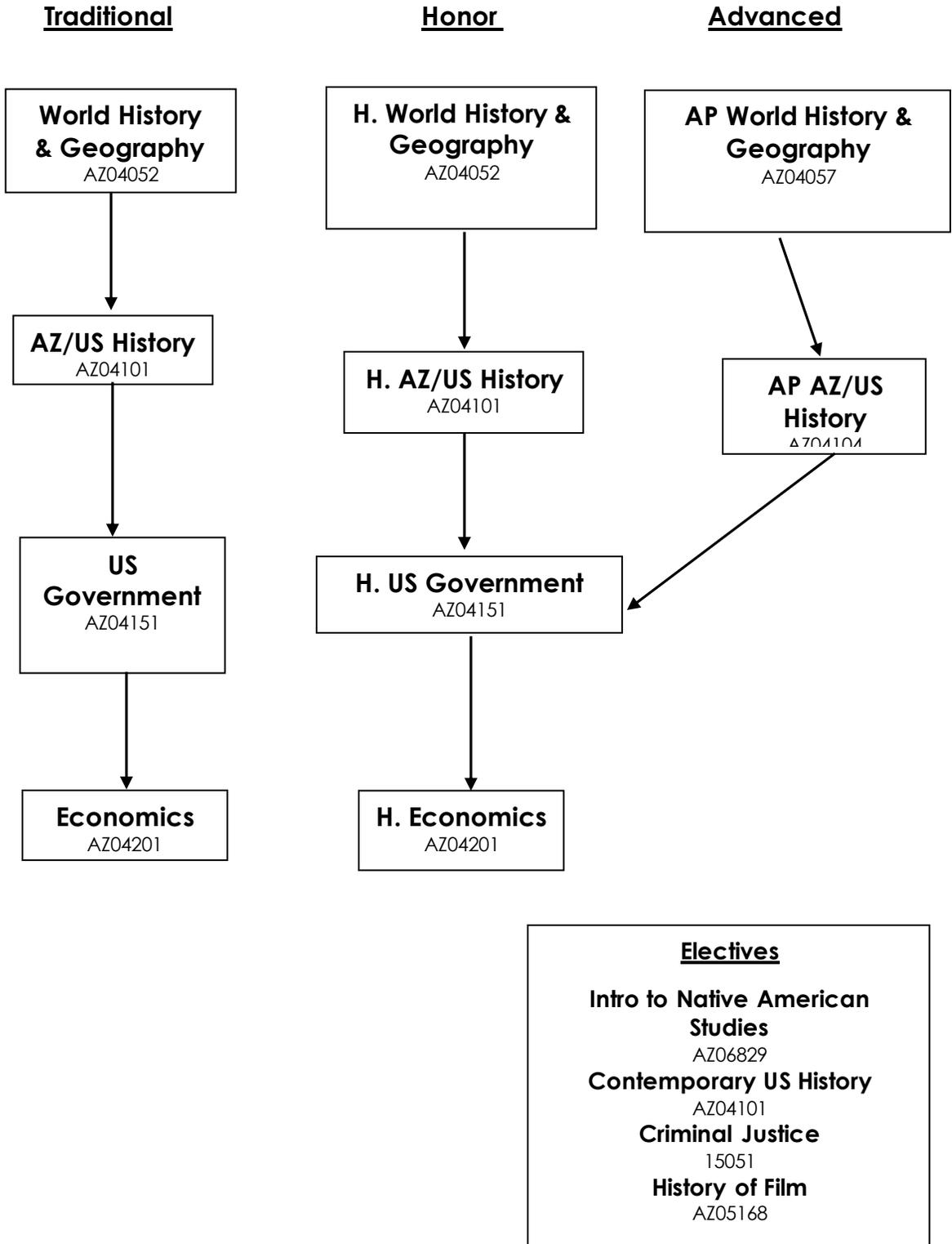
Social Studies

9th – 12th grade

In addition to the AZ Social Studies standards, reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain - specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading Standards are meant to complement the specific content demands of the disciplines, not replace them.

To view the 9-12 Social Studies standards, [click here](#).

Social Studies Pathways



Course Descriptions

AZ/US History A & B (1.0 credit)
AZ04102

This course has the overriding goal of giving students the opportunity to understand how the current domestic and international status of the U. S. developed, with an emphasis on the 20th century.

It is designed to help students to identify causes and effects, events and philosophies, which led to the contemporary situation, and provide them with an historical basis for decision making. This course builds on the skills associated with historical inquiry introduced in World History.

This course fulfills graduation requirements.

This course fulfills AZ university requirements.

Concurrent class: English III AB- American Literature

Honors AZ/US History (1.0 credit)
AZ04102

This course integrates the study of American history and literature with the development of composition, reading, and research skills.

Students are scheduled for concurrent courses of U.S. History and American Literature, allowing for the separate study of the two disciplines, as well as activities which integrate the study of our country's history and its literature.

This course fulfills graduation requirements.

This course fulfills AZ university requirements.

Prerequisite: Director approval

AP AZ/US History (1.0 credit)
AZ04104

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. Students are scheduled for concurrent courses of U.S. History and American Literature, allowing separate study of the two disciplines, as well as activities which integrate the study of our country's history and its literature.

This course fulfills graduation requirements.

This course fulfills AZ university requirements.

Prerequisite: "B" or better in Honors US Government or Director approval
Concurrent class: Honors English III
AB-American Literature

Economics (0.5 credit)

AZ04201

This course is an introduction to "economic literacy". The course examines various economic systems of the past and the contemporary world. Students study several economic theories, analyze the "mixed economics" of Europe and Asia and confront the economic dilemmas of international development. It also addresses concepts of the American free enterprise system. Students learn about markets, business and labor, banking and finance in the microeconomics sections, measuring economic performance, the government's role in the economy, and international trade and development in the macroeconomics section.

Students must present a power point comparing the economies of two countries.

This course fulfills graduation requirements.

This course fulfills AZ university requirements.

Honors Economics (0.5 credit)

AZ04201

This course is an introduction to "economic literacy." What is the "economic problem?" What are land, labor, capital and entrepreneurship? How do supply

and demand interact? How does the GNP, inflation, recession, and "money supply" impact our daily existence? What is the IMF? The course examines various economic systems of the past and the contemporary world. In addition, the students study several economic theories, analyze the "mixed economics" of Europe and Asia and confront the economic dilemmas of international development. This course is to help students become more informed consumers, producers, investors, and taxpayers. Students are shown how their choices directly affect their future. Students must present a power point comparing the economies of two countries.

This course fulfills graduation requirements.

This course fulfills AZ university requirements.

Prerequisite: Director approval

US Government/Civics (0.5 credit)

AZ04151

In this course students will understand the essentials, source, and history of the constitutions of the US and Arizona. They will study politics, government, and the responsibilities of good citizenship as they begin to understand the importance of each person as an individual with human and civil rights.

The goal of the civics strand is to develop the requisite knowledge and skills to be an informed,

responsible, participation in public life. Recognizing the strength and weakness of our society and the ideals set by are constitution.

This course fulfills graduation requirements.

This course fulfills AZ university requirements.

Honors US Government/Civics (0.5 credit)

AZ04151

This course engages students in an in-depth study of political science. Students study the various institutions, groups, beliefs, and ideas that make up the American political tradition. These include the organizations, powers and policy-making process of the Congress, the President and the executive bureaucracy, and the role of the Supreme Court. Constitutional history, the political values and behaviors of Americans, formal and informal institutions of government, and the development and defense of civil rights and liberties are also addressed.

This course fulfills graduation requirements.

This course fulfills AZ university requirements.

Prerequisite: Director approval

World History & Geography A & B (1.0 credit)

AZ04052

In this course students analyze the human experience through time, to recognize the relationships of events

and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and World History.

The course teaches how to evaluate primary and secondary sources as students discuss, analyze, and research different time periods and discover the development of mankind through such topics as geography, early civilizations, Middle Ages, Reformation and the modern world with an emphasis on Western Civilization.

This class requires active participation in in discussion. Discussion will include the events and cultures of the Middle East, Asia, Europe, and the Americas.

This course fulfills graduation requirements.

This course fulfills AZ university requirements.

Honors World History & Geography A & B (1.0 credit)

AZ04052

In this course students will be expected to have achieved proficiency in some of the skills necessary to analyze social, political, and historical problems.

Students will analyze cause and effect, compare multiple perspectives, recognize the role of human agency in history, and discern the impact that economic, social, political, religious and philosophical forces have had on modern civilization. This is course

requires the skills necessary to write research based essays.

This course covers the development of mankind through such topics as geography, early civilizations, Middle Ages, Reformation and the modern world with an emphasis on Western Civilization. Discussion will include the Middle East, Asia, Europe, and the Americas.

This course fulfills graduation requirements.

This course fulfills AZ university requirements.

Prerequisite: Director approval

AP World History & Geography A & B

(1.0 credit)

AZ04052

This course focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures provide areas of historical inquiry for investigation across different periods and regions. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe,

and Oceania, with special focus on historical developments and processes that cross multiple regions.

This course fulfills graduation requirements.

This course fulfills AZ university requirements.

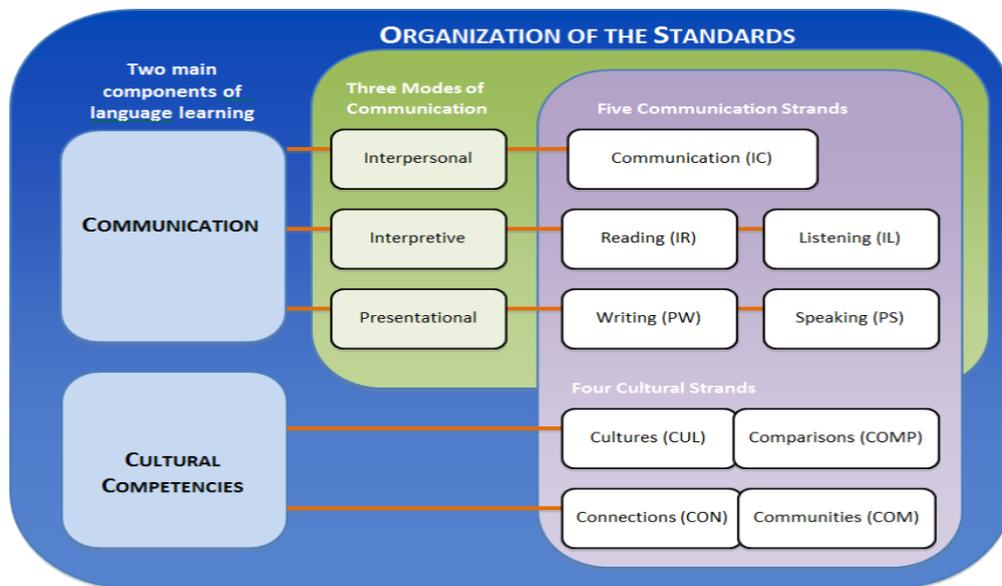
Prerequisite: Director approval



World Languages

9th – 12th grade

The World and Native Languages Standards describe what students should know and be able to do as they study and learn to communicate in languages other than English. By engaging in learning a world language, students build 21st century literacy skills. Reading, writing, listening, speaking, and viewing are integral to the language learning process. When students learn a second language they build proficiency in three modes of communication: interpersonal (person-to-person speaking or writing), interpretive (listening and reading), and presentational (one-way speaking and writing). Students learn to maneuver the structures, functions, and patterns of language. They learn to ask and answer questions, identify words, describe, retell stories, interpret text, and apply the conventions of language within the constructs of a particular culture.



Course Descriptions

Chinese I (1.0 credit)

AZ06401

This is a beginning course in speaking, listening, reading, and writing Mandarin. Students will be able to comprehend and express themselves in phrases, short sentences, and memorized material with the use of simple narratives, descriptions, and authentic materials on a variety of topics. Students will be responsible for completing activities and tasks to learn vocabulary, patterns in grammar, comprehension and creation of sentences, stories, conversations and narratives.

This course fulfills AZ university requirements.

Chinese II (1.0 credit)

AZ06402

In this course students will continue their language journey and learn to speak, read and write Chinese. The learning process will follow the basic components of language learning: practical speaking, listening for comprehension, reading, and writing or typing Chinese characters. Each unit also has a strong cultural component since culture and language are so intimately connected.

This course fulfills AZ university requirements.

Prerequisite: Chinese I

French I (1.0 credit)

AZ06121

This is a beginning course in speaking, listening, reading, and writing French. Students will be able to comprehend and express themselves in phrases, short sentences, and memorized material with the use of simple narratives, descriptions, and authentic materials on a variety of topics. Students will be responsible for completing activities and tasks to learn vocabulary, patterns in grammar, comprehension and creation of sentences, stories, conversations and narratives.

This course fulfills AZ university requirements.

French II (1.0 credit)

AZ06122

In this course, students will continue exploration of French vocabulary and grammar as well as the cultures of many French-speaking countries. Students will be responsible for completing activities and tasks incorporating vocabulary and grammar through listening, speaking, reading, and writing assignments. Students will have the opportunity to put their new knowledge into practice by actually producing the language.

This course fulfills AZ university requirements.

Prerequisite: French I

German I (1.0 credit)

AZ06201

This is a beginning course in speaking, listening, reading, and writing German.

Students will be able to comprehend and express themselves in phrases, short sentences, and memorized material with the use of simple narratives, descriptions, and authentic materials on a variety of topics. Students will be responsible for completing activities and tasks to learn vocabulary, patterns in grammar, comprehension and creation of sentences, stories, conversations and narratives.

This course fulfills AZ university requirements.

German II (1.0 credit)

AZ06201

In this course students will continue in the exploration of German vocabulary and grammar as well as the cultures of many German-speaking countries.

Students will be responsible for completing activities and tasks incorporating vocabulary and grammar through listening, speaking, reading, and writing assignments. Students will have the opportunity to put their new knowledge into practice by speaking the language.

This course fulfills AZ university requirements.

Prerequisite: German I

Latin I (1.0 credit)

AZ06301

This is a beginning course in speaking, listening, reading, and writing Latin. Students will be able to comprehend and express themselves in phrases, short sentences, and memorized material with the use of simple narratives, descriptions, and authentic materials on a variety of topics.

Students will be responsible for completing activities and tasks to learn vocabulary, patterns in grammar, comprehension and creation of sentences, stories, conversations and narratives.

This course fulfills AZ university requirements.

Latin II (1.0 credit)

AZ06302

In this course students will continue exploration of the language of the Romans. Students will be responsible for completing activities and tasks incorporating vocabulary and grammar through listening, speaking, reading, and writing assignments.

Students will have the opportunity to put their new knowledge into practice and will engage in conversations with native speakers.

This course fulfills AZ university requirements.

Prerequisite: Latin I

Spanish I (1.0 credit)

AZ06101

This is a beginning course in speaking, listening, reading, and writing Spanish. Students will be able to comprehend and express themselves in phrases, short sentences, and memorized material with the use of simple narratives, descriptions, and authentic materials on a variety of topics. Students will be responsible for completing activities and tasks to learn vocabulary, patterns in grammar, comprehension and creation of sentences, stories, conversations and narratives.

This course fulfills AZ university requirements.

Spanish II (1.0 credit)

AZ06102

In this course students will continue exploration of Spanish vocabulary and grammar as well as the cultures of many Spanish-speaking countries. Students will be responsible for completing activities and tasks incorporating vocabulary and grammar through listening, speaking, reading, and writing assignments. Students will have the opportunity to put their new knowledge into practice.

This course fulfills AZ university requirements.

Prerequisite: Spanish I



Arts & Athletics

9 – 12th grade

Skyline Education offers an integrated and comprehensive performance and visual arts education, aligned to the Arizona State Grade Articulated and National Standards, as well as the National Standards for Arts Education.

Skyline Education also offers an integrated and comprehensive athletic program that establishes a strong relationship between success on and off the court or playing field.

In the Arts, the courses offered range within the disciplines of Performing and Visual Arts. Students in grades 9-12 experience and create as they progress through the programs of dance (ballet, jazz, modern, hip-hop and lyrical dace), theater, music, multi-medium and multi-dimensional art, photography, graphics, and beyond. Students create, relate and evaluate from beginning through advanced level by practical, written, and performance-based assessment.

Arts and Athletics are programs that are integrated into the daily schedule. Years of research shows that Arts and Athletics are closely linked to almost everything that we as a nation say we want for our children and demand from our schools: academic achievement, social and emotional development, civic engagement, and equitable opportunity ([Smith, Edutopia.org](http://Smith.Edutopia.org)).

The Athletic program, utilizes the Arizona State Standards for Physical Education and the seasonal sports schedule to establish a development and dynamic physical education program that includes competitive sports.

*Availability of some of these classes may vary between schools.

Course Descriptions

Creative Art (0.5 Credit)

AZ05154

In this course students will explore art and its many forms. They will complete projects in cartooning, drawing, painting, while studying art history. Art appreciation, principles of design, and elements of design will also be incorporated into the various projects.

Developing the students unique style and perspective will be fostered.

3-D Art (0.5 credit)

AZ05158

In this course students will create 3-D projects. Students will explore different mediums as they create sculptures and other 3-D works of art. Art history, principles of design, and elements of design will be incorporated into the various projects.

Do to Arizona's rich cultural heritage, weaving and basket making skills will be explored.

Art I A&B (Drawing) (0.5 credit)

AZ05156

This course provides new and intermediate artists an opportunity to refine their pencil and charcoal techniques. The class sharpens observational skills and hues value while drawing from objects that are black and white and measuring, proportion and value with quick gestures, while exploring different

techniques. Students need 6 levels of pencils and charcoal for class.

Students will build a portfolio for art exhibitions.

Art II A&B (Painting) (0.5 credit)

AZ05157

This course provides students, at the intermediate and advanced level, who enjoy painting with various mediums, the opportunity to explore painting. This course includes a variety of techniques for acrylics, water color, pastels, and oils. Students learn about perspective, design and color. They will master the art of new and contemporary brush strokes and color mixing.

Prerequisite: Art I A&B or Teacher's approval

Art III A&B (Graphic Design) (0.5 credit)

AZ05162

In this course students will design with a variety of media, objects and creations in 1, 2, and 3D design. Students will be responsible for all aspects of their design which includes pop and historical creations. Students will create a portfolio to show at the art exhibitions. Advanced students will create their own art and designs to be used at Art Walks.

Prerequisite: Art II A&B or Teacher's approval

Art IV A&B (Integrated Fine Arts)

(0.5 credit)

AZ05201

This course is designed to support the theater students with sets and props for stage and theater. Students will create murals, design objects and provide stage support during the theater productions during the school year. Student's grades are dependent upon team work and creativity while supporting the actual production during scenes.

Integrated fine arts included the production of visual, musical, dramatic, and theatrical production.

Prerequisite: Theater or Teacher's approval

Art V A&B (Pop arts and portfolio) (0.5 credit)

AZ05170

This course is exploratory for those advanced students who are wanting to explore all kinds of art from studio works to graffiti to crafts and architectural design. This course is teacher approved and for advanced students who want to design a portfolio that describes eras of art in society. Independent architectural design to styles of current and modern artist will be explored.

Students who are planning to go to college for art must take this class to build a portfolio prior to college entrance.

Prerequisite: Art I and II or Teacher's approval

Beginning Ballet (0.5 credit)

AZ05049

This is a course for beginners. It introduces the student to the elementary positions of classical ballet. Classes are slow and thorough to ensure proper alignment and understanding.

Intermediate Ballet (0.5 credit)

AZ05006

This course is an extension of the Beginning class for students who are comfortable and can move easily through the positions, barre and center.

An emphasis is placed on proper technique and vocabulary.

Advanced Ballet (0.5 credit)

AZ05002

This course is more advanced and rigorous for students with strong technique and the capacity to keep up in a fast-paced class.

An emphasis is placed on movement and music interpretation and the study of classic ballet piece.

Computer Foundations (0.5 credit)

AZ10003

This course is an introduction to the fundamentals of how to use personal computers.

The primary focus of this course is keyboarding skills. Emphasis is placed on goal of touch-typing and basic word processing skills.

Troubleshooting and issues regarding the use of current technology,

including Internet safety and “netiquette” will also be discussed.

Computer Foundations II (0.5 credit)
AZ10004

This course will continue to reinforce keyboarding skills while focusing on the use of technology to solve problems. The course will also explore technology in the workplace by using Microsoft Office Products (Word, Excel, PowerPoint, and Publisher) for educational and business purposes.

Beginning Dance (0.5 credit)
AZ05004

In this introductory course students will learn hip-hop, lyrical, jazz, military, and modern dance steps. Students are expected to dress in appropriate dance attire for this class.

Students will perform dance routines at assemblies.

Intermediate Dance (0.5 credit)
AZ05001

This is an intermediate dance course that will teach hip-hop, lyrical, jazz, military, and modern dance steps. Students are expected to dress in appropriate dance attire for this class.

This is a more advanced class.

Students will perform dance routines at assemblies.

Prerequisite: Beginning Dance or Teacher’s approval

Advanced Dance (0.5 credit)
AZ05005

This is an advance dance course that specializes in hip-hop, lyrical, jazz, military, and modern dance steps.

Students will perform at assemblies and competition.

Prerequisite: Intermediate Dance or Teacher’s approval

Media/TV Production (0.5 credit)
AZ11051

This course is designed for those students interested in writing, producing, and performing a television news and announcement program.

Hands-on experience with filming, editing, and studio production will be taught. The theory of television production will be emphasized.

Beginning Music (0.5 credit)
AZ05110

This course is for beginners and teaches the beauty and complexity of creating vocal and rhythmic sounds.

The relationship between songs and poetry will be explored as well as different types of instruments. Students will perform at assemblies and work toward performing at recitals.

Intermediate Music (0.5 credit)
AZ05111

This is an intermediate course that teaches the beauty and complexity

of creating vocal and rhythmic sounds. The relationship between songs and poetry will be explored as well as different types of instruments.

Students will examine more complex combinations and styles and learn how to read music.

Students are encouraged to master concepts to progress towards solo performances.

Prerequisite: Beginning Music or Teacher's approval

Advanced Music (0.5 credit)
AZ05112

This is an advanced course that specializes in vocal sounds through song and poetry. It is open to students with previous choral experience.

Students will perform at assemblies and work toward performing at recitals.

Students should be mastering vocal sounds to progress towards solo performances.

Prerequisite: Intermediate Music or Teacher's approval.

Beginning Theater (0.5 credit)
AZ05054

This course is a beginners class that will start the student in the study of the history of theater, monologues, voice, theater, theater, design and lighting, and stage production. Students in this class will perform at

assemblies and work towards creating a stage performance.

Intermediate Theater (0.5 credit)
AZ05053

This is an intermediate course that will continue to develop the students understanding of voice, theater, and stage production.

Students in this class will perform at assemblies and work toward a stage performance.

Students will be expected to coach other students, perform in solos, and promote the Theater Arts program.

Prerequisite: Beginning Theater or Teacher's approval

Advanced Theater (0.5 credit)
AZ05055

This is an advanced course that will continue to develop the students understanding of the theater as they study voice, theater and stage production.

Students in this class will demonstrate determination, confidence, and have a strong presence on and off stage. They will use of props, and have a wide vocal range as it relates to the theater.

Prerequisite: intermediate Theater or Teacher's approval

Physical Education IA & B (0.5 credit)
AZ08001

This course offers students a basic foundation in physical education by exposing them to a variety of

individual and team sports. An emphasis is placed on promoting lifetime sports and physical fitness.

Physical Education IIA & B (0.5 credit)

AZ08001

This course offers students an intermediate foundation in physical education by exposing them to a variety of individual and team sports. An emphasis is placed on promoting lifetime sports and physical fitness.

Physical Education III A & B (0.5 credit)

AZ08001

This course offers students an intermediate foundation in physical education by exposing them to a variety of individual and team sports. An emphasis is placed on promoting lifetime sports and physical fitness.

Physical Education IVA & B (0.5 credit)

AZ08001

This course offers students an advanced foundation in physical education by exposing them to a variety of individual and team sports. An emphasis is placed on promoting lifetime sports and physical fitness.

Student Council (0.5 credit)

AZ04161

This course is a real-world opportunity to be an elected representative or officer. Students learn to solve problems and use parliamentary procedure. They also develop meeting skills and learn to plan, implement, and evaluate activities. Students study general human

relations and the traits of diverse types of leadership, as well as their benefits and hazards.



General Elective Courses

The General Electives courses offer students an opportunity to explore different career paths. The core subjects are complex and apply to a variety of careers. An in-depth study of the subjects and how they are used in the different fields provides students with real-world knowledge, a strong foundation in the core subjects, and gives them college and career readiness.

*Availability of some of these classes may vary between schools.

Course Descriptions

English

Creative Writing (0.5 credit)

AZ01104

This course will focus on the development of writing skills through the critical analysis of literature and the student's own compositions. Students will also write in a variety of paradigms including the short story, the informal essay, and poetry. The course will include the study of storytelling, argument, and persuasion. At the end of the year the course shifts to more theatrical oratory, culminating in the writing and presentation of a culminating speech.

Students will write and deliver a speech on a topic of their choosing (one that they have read about over the course) and then write an essay analyzing their speech for technique, style, and influence.

Journalistic Writing (0.5 credit)

AZ01149

This course includes interviewing students and adults, writing stories that could get published in the student newspaper or yearbook, and solving problems that typically face reporters and editors.

Oral and written communication skills, as well as critical thinking and problem-solving skills are developed as the students write, edit and

publish the school's newspapers and produce a video broadcast version of the school news.

Writing Foundations (0.5 credit)

AZ 01101

This course is designed to build upon previous writing skills. An emphasis is placed on the writing process and developing writing strategies to produce high school level compositions. Literary studies are incorporated into the course to provide opportunities to write persuasive, critical, and creative multi-paragraph essays and compositions.

Research and Writing (1.0 credit)

AZ01105

This course prepares students to conduct research on various topic and write research papers and/or technical reports. The use of primary and secondary sources is explored, while the organization of materials, thoughts, and arguments are discussed and practiced.

Public Speaking (1.0 credit)

AZ01151

This course includes the study of the craft and art of public speaking through the examination of speeches in different genres.

Students will then practice writing and delivering speeches in these genres focusing on confidence-

building, emulation, and experimentation and differentiating between public speaking in practical situations (giving a report, for example) and more theatrical situations.

Publication (0.5 credit)

AZ11104

In this course students get a basic understanding of different forms of publications from the formal to the informal.

The students will learn copywriting, photographic layouts, and design skills involved in the production of school print and digital publications. Journalistic writing units include news writing, gathering/interviewing, copy editing, press law and page design.

Speech and Debate (0.5 credit)

AZ01153

In this course students will learn how to use oral skills in formal and informal situations. Students will be able to develop such skills as logic and reasoning, research and analysis, organization of thought and supporting materials, argumentative style and skill, and effective presentation of one's voice and body.

Storytelling (0.5 credit)

AZ05054

This course is designed to enhance students understanding of life through the study and performance of dramatic works. They emphasize developing students ability to express themselves and establish personal criteria for the critical

evaluation of dramatic storytelling and powerful presentations.

Writing for College (0.5 credit)

AZ01103

This course provides students the opportunity to develop their writing skills, including but not limited to argumentation, research, and impromptu responses.

Using a workshop format, this course focuses on writing as a process, with a strong emphasis on revision.

Students will enhance their ability to read and analyze selected models of prose writing, as well as synthesize the authors' ideas and explore the growing technology available in school libraries.

Student progress is evaluated throughout and encourages students to take an active role in their learning and overall performance. The final evaluated at the end of the semester is based on a comprehensive portfolio review.

Math

Algebraic Foundations (0.5 credit)

AZ02069

This course reinforces pre-algebra skills acquired in 8th grade with a focus on problem solving, mathematical reasoning, and real world problems involving rational numbers, ration, proportion, estimation, exponents, solving first-degree equations and inequalities, and the rectangular coordinate

system. This elective course is designed to sharpen students' skills in preparation for Algebra I.

Personal Finance A&B (0.5 credit)

AZ12149

This course is designed to give student the necessary skills and knowledge to understand the impact of individual choices on occupational goals and future earning potential.

Students will acquire knowledge in the areas of finance, debit, credit management and evaluating and understanding insurance and taxes.

Principals of Algebra and Geometry

(0.5 credit)

AZ02074

This course combines the study of some prealgebra and algebra topics with introductory geometry topics. Topics include the study of formulas, algebraic coordinate system, area, perimeter, and volume of geometric figures, and properties of triangles and circles. This elective course reviews key algebraic and geometric skills in preparation for Geometry. expressions, first degree equations and inequalities, the rectangular coordinate system, area, perimeter, and volume of geometric figures, and properties of triangles and circles. This elective course reviews key algebraic and geometric skills in preparation for Geometry.

Prerequisite: Algebra 1

Topics of Algebra (0.5 credit)

AZ02069

This course examines specific topics in algebra, such as linear equations or rational numbers, rather than provide an overview of algebra concepts. This elective course is designed to review and extend students' Algebra I experience in preparation for Geometry.

Prerequisite: Algebra 1, Geometry

Topics in Geometry (0.5 credit)

AZ02075

This course examines specific topics in geometry including solid and technical geometry. A review and extension of concepts learned in geometry ensure students are prepared for Algebra 2.

Prerequisite: Algebra 1, Geometry

Transitional Algebra (0.5 credit)

AZ02055

Transitional Algebra reviews and extends algebra and geometry concepts for students who have already taken Algebra I and Geometry. Transitional Algebra reviews such topics as properties and operations of real numbers; evaluation of rational algebraic expressions; solutions and graphs of first degree equations and inequalities; translation of word problems into equations; operations with and factoring of polynomials; simple quadratics; properties of plane and solid figures; rules of congruence and similarity; coordinate geometry including lines,

segments, and circles in the coordinate plane; and angle measurement in triangles including trigonometric ratios. This elective course is designed to strengthen students' skills in preparation for Algebra II.

Prerequisite: Algebra 1, Geometry

Science

Applied Biology (0.5 credit)

AZ03099

This course studies the foundations and practices of science in general, scientific inquiry, and math and measurement as it relates to biology. The topics include cells and their function, intro to biochemistry, genetics, animals/plants and their relationship among organisms, ecology, and evolution.

Chemistry in the Community (0.5 credit)

AZ03105

In this course, the students will engage in the practical, nonquantitative aspects of chemistry. The focus is on the understanding of chemical concepts and applications.

Conceptual Physics (0.5 credit)

AZ03161

In this course, students are introduced to the use of chemicals, characteristic properties of materials, and simple mechanics to better describe the world and nonliving matter. An emphasis is placed on precise measurements and

descriptive analysis of experimental results. Topics may include: energy and motion, electricity, magnetism, heat, the structure of matter, and how matter reacts to materials and forces.

Environmental Science (0.5 credit)

AZ03003

This course provides students with an environmental approach to earth resources. General topics include basic ecology, pollution, natural resources, conservation, technology, society and the environment and stewardship of the environment. Notebooks and/or oral and written projects may be required.

Physical Science (0.5 credit)

AZ03159

In this course, students will study the structures and states of matter. Topics include forms of energy, wave phenomenon, electromagnetism, and physical and chemical interactions.

Southwest Ecology (0.5 credit)

AZ03210

This course is the study of the common plants and animals of the Southwest including their distribution, adaptation, behavior, and ecology.

This is an introduction to basic field and laboratory techniques used in the study of natural history. Specific field problems will be presented dealing with plant and animal analysis and ecological interrelationships. Habitat preservation will also be discussed.

Due to Arizona's rich environment there are opportunities for field trips.

Social Studies

Contemporary U. S. History (0.5 credit)

AZ04101

This course examines the period from World War II to the present. Through discussions, simulations, speakers, films, videos, and reading and writing experiences, students study the social transformations and critical events of the last five decades: The Cold War, the Arms Race, McCarthyism, JFK, the Civil Rights Movement, the Women's Rights Movement, Vietnam Era, Mass Culture and Counterculture, Watergate, Multinational Corporations, 3rd World Development, the conservative counter-revolution and the U. S. role in the world today.

Criminal Justice (0.5 credit)

AZ15051

This course will examine the nature of criminality, including both legal and social aspects. Topics will include the role of citizens, law enforcement and the court system, relative to crime in a democratic society. This course will focus on the criminal trial process and how courtrooms run through mock trials. An examination of basic forensic techniques and practices will be included. Students will continue to examine laws in the United States and around the world, and explore careers opportunities in the criminal justice field.

History of Film (0.5 credit)

AZ05168

This course will guide students to think critically about what they see in film, and to consider the film-making process and decisions made along the way. It also helps students place films in a historical context, using them as a springboard for conversations about social issues. Course content includes a variety of genres of films, study of different photography angles that will give a film a certain feeling, discussion of directors and what made them great (Alfred Hitchcock, Frank Capra, George Lucas etc.) and actors like Sidney Poitier, Cary Grant, James Stewart, and Grace Kelly.

Introduction to Native American Studies

(0.5 credit)

AZ06829

Introduction to political, economic and social structures of American Indian Nations. This course provides an overview of American Indian tribal cultures prior to contact, the impact of European contact, and the influence of western social systems on tribal nations today. It focuses on groups located in Arizona and other selected groups in relation to cultural, economic, political and social continuity and changes. Topics include the development and influence of federal policies, past and present issues confronting Native Americans and how Native American individuals and communities maintain their identities as they confront social changes.

Students must research and complete a power point presentation.

Modern World History (0.5 credit)

AZ04053

This course examines the modern-day impact historical events. This course builds upon research, writing, and presentation skills as students examine, analyze, and research current events as the rising conflict of an ongoing story that began hundreds of years ago.

United States and World Affairs (0.5 credit)

AZ04156

This course is an explorational course that evaluated the United States impact on the world and the world's impact on the development of the United States. It is a literary and analytical course that explores the complexity of a global community.

Topics in U.S. History (0.5 credit)

AZ04109

This course examines topics in U.S. history utilizing a project based learning approach.

Topics in World History (0.5 credit)

AZ04065

This course examines topics in world history utilizing a project based learning approach.



steam
science - technology - engineering - arts - mathematics

STEAM Electives

Steam electives still fall under the category of CTE Electives, but the courses utilize new practices in the delivery of a lesson to engage students and develop problem-solving skills, artistic and creative understandings, and apply structured reasoning, skills, and knowledge to new concepts. STEAM electives take the fundamental principles and concepts learned in science, technology, engineering, art, and math; and applies across all content areas to create a holistic learning experience.

There may be opportunities for students to participate in the Chief Science Officers program through Arizona SCITECH

*Availability of these courses may vary between schools.

Course Descriptions

Engineering Design (0.5 credit) AZ21006

In this course, students are expected to achieve all four Engineering Design performance expectations related to a single problem in order to understand the interrelated processes of engineering design. These include analyzing major global challenges, quantifying criteria and constraints for solutions; breaking down a complex problem into smaller problems, evaluating alternative solutions based on prioritized criteria and trade-offs, using a computer simulation to model the impact of proposed solutions.

Prerequisites: Algebra 1 & Geometry

Honors Engineering Design (1.0 credit) AZ21007

Engineering by Design is a project-based course that will expose students to the fundamentals of engineering, and the design and fabrication process. Projects will be interdisciplinary in nature and will draw from the fields of Biomedical, Chemical, Electrical, Civil, Environmental, Mechanical, and Materials Science Engineering. Students will develop skills in research, modeling, project management, construction, programming, testing, and marketing. Teams of students will collaborate on projects, taking their ideas from abstraction, to working prototypes, to a finished product for

a specific audience. This course is designed for a broad spectrum of students who have fulfilled their science requirements and have a solid math background.

Prerequisites: Algebra 1 & Geometry

Robotics (0.5 credit) AZ10002

This course will follow basic principles of the curriculum from the FIRST LEGO League (FLL) program, which exposes students to science, technology, engineering and math. Students will problem solve, research, and use critical thinking as essential components of these subjects. FLL introduces students to engineering challenges based on real-world scenarios by building LEGO-based robots to complete specific tasks.



Career & Technical Education Courses (CTE)

Secondary CTE courses can be classified into three types: (1) consumer and homemaking education; (2) general labor market preparation; and (3) specific labor market preparation. Specific labor market preparation courses teach students the skills needed to enter a particular occupational field. Such courses can be grouped into the following occupational program areas:

- Business and office;
- Marketing and distribution;
- Trade and industry (including construction, mechanics and repairs, and precision production);
- Technical and communications

Consumer and homemaking education courses, unlike occupational home economics courses, prepare students for unpaid employment in the home.

General labor market preparation, teach general employment skills-- such as introductory typing or word processing, industrial arts, career education, and applied academic skills.

Specific labor market courses are geared towards job preparation in specific fields.

CTE at the secondary level has traditionally had several objectives, including providing students with general employability skills and preparing them to enter paid and unpaid employment in specific occupations. However, in recent years, the goals of vocational education have expanded to include preparing students not only for entry into work but also for career advancement and entry into further education and training.

*Availability of these courses may vary between schools.

Course Descriptions

Architecture Design (0.5 credit)

AZ17999

Architecture combines art and science to create the designs for buildings and structures. In this course, the students will learn how the manipulation of shapes, forms, space, and light can change the environment. They will learn about architecture history, design, model building, and basic construction while strengthening visual and verbal communication skills.

Business Foundations (0.5 credit)

AZ12053

This course is a foundational survey of the principles, vocabularies, and mechanics of how business firms function. Financial aspects and Marketing aspects of business are covered. Students will prepare, either individually or in teams, a comprehensive business plan for a new venture.

Consumer Math (0.5 credit)

AZ02157

This course is designed to focus on applying math skills to real world situations. The practical applications include: changing money, checking accounts, budgeting, price discounts, markups and markdowns, payroll calculations, and investing.

Functional Life Skills (0.5 credit)

AZ22003

This course is designed to promote life skills independence and knowledge by focusing on grooming, hygiene, personal interactions/relationships, problem solving and personal

management (finances, goal setting) resume writing and job interviewing.

Management and Organizational Leadership I (0.5 credit)

AZ12051

This course is designed to examine the fundamentals and principles of management in order to develop an understanding of management in any formal organization. Special attention is paid to planning and decision-making. Emphasis is placed on leadership, group dynamics, inter- group dynamics, organizational structure and design, change, culture, power and politics, environment and technology and organizational behavior in today's global context.

Police Exploration IA & B (1.0 credit)

AZ15058

This is a career preparation course for students to gain basic skills and knowledge in law enforcement, private security, homeland security, communication operator's criminal justice and fire science.

Psychology I (0.5 credit)

AZ04254

Psychology is a scientific study that deals with emotional, behavioral and mental processes of people in society. Special emphasis includes: abnormal psychology (psychological disorders and treatments) and social psychology (people's perceptions of themselves and others, group behavior and interpersonal attraction). In addition, other topics covered include

personality, learning, memory, and the brain.

Psychology II (0.5 credit)

AZ04254

This course provides the systematic and scientific study of behavior and mental processes of human beings and other animals. Equip yourself with knowledge of human behavior, fears, emotions, and why we do what we do. This course gives students insight into the nature of human behavior by studying important psychological theories. Topics include the theories of Sigmund Freud, behavior modification, personality development, aggression and conflict, mental illness and counseling.

Leadership 1A: Cultural Adaptations

AZ22101

This course is designed to both enhance, integrate, and develop understanding, communication, and adaptation among cultural diversity within groups. Students will gain a comprehensive knowledge and appreciation for multiple cultures. Students will gain an understanding of human life, while exploring the nature of behavior, language, economics, social and political organizations.

Leadership 1B: Leadership

Foundations (0.5 credit)

AZ22101

This course is designed to enhance, integrate, and develop understanding, communication, and

overall leadership in athletics. Students will learn respect for self and others while gaining an understanding of personal responsibility. Students will learn accountability through servant leadership and reflect positive sportsmanship while understanding individual leadership roles.

Careers in Teaching (CIT) Program

1A (0.5 credit)

AZ22151

This course is designed to introduce learning strategies for a career in education where students explore the profession of teachers, paraprofessionals, and teacher-aids. This will be a hands-on program three days a week in an actual Pre-K through 6th grade classroom and two days in a classroom setting with a professional teacher.

Careers in Teaching (CIT) Program 1B

(0.5 credit)

AZ22152

Prerequisite CIT Program 1A

This course is designed to prepare students to plan a class and deliver instruction in small group and whole group settings. This will be a hands-on program three days a week in an actual Pre-K through 6th grade classroom and two days in a classroom setting with a professional teacher.

Appendix

- A. Ronda S. Owens Academic Honors Program
- B. Independent Study Form
- C. Test Out for Credit
- D. Intent to Graduate Early
- E. Statement of Requirements for Completion of Coursework



RONDA S. OWENS ACADEMIC HONORS PROGRAM

Appendix A

INFORMATION

What is the Academic Honors Program?

A program designed to challenge Skyline Education students to go above and beyond in their education fostering exposure to advanced academics including, but not limited to, increased rigor, independent study, project-based learning, capstone projects, and participation in the yearly Academic Honors Fair.

Who is eligible to apply to the Academic Honors Program?

Any enrolled AZ Compass Prep School, Skyline Gila River, or Skyline Prep High School student, grades 9 – 12, may submit an application for review. Students and parent(s)/guardian(s) are encouraged to not only look at past performance as an indicator of success in the program (there is not a GPA requirement) but to consider the following: A student’s desire and willingness to put forth their very best effort to grow not only in academics but also in character; a student’s willingness to accept and incorporate guidance and feedback from school administration and faculty to aid them in academic and personal growth; a student’s willingness and ability to commit to the extra time required for homework, independent study, project completion, and meeting outside of regular class hours with their instructor(s); a parent(s)/guardian(s) willingness and ability to support their student in their efforts to succeed in the program.

When may I apply to the Academic Honors Program?

Academic Honors Program enrollment is perpetual. Applications are accepted on a continuous basis, according to the application deadline table, for entrance into the program in Blocks 1, 2, 3, or 4 of any academic level year (9, 10, 11, or 12).

Entrance into the program...	Block Start Date	Application Due Date
Block 1	Tuesday, August 8, 2018	Wednesday, July 25, 2018
Block 2	Tuesday, October 16, 2018	Tuesday, September 25, 2018
Block 3	Tuesday, January 8, 2019	Tuesday, December 11, 2018
Block 4	Tuesday, March 19, 2019	Tuesday, February 26, 2019



RONDA S. OWENS ACADEMIC HONORS PROGRAM

How will I receive Academic Honor's Program Instruction?

Academic Honors Program instruction will start within the standard course classroom; honors course and standard course students will be in the classroom together. Academic Honors Program students will work off an enhanced syllabus that will include not only standard classroom instruction but also advanced and independent reading/research/study, additional or advanced homework assignments, potential Capstone Projects and/or Academic Honors Fair presentations, and meetings with instructors outside of regular classroom hours.

How are the Academic Honors Program courses graded?

Our program utilizes a 5.0 weighted Grade Point Average (GPA) scale as our measure of accomplishment. Weighted GPA scales give colleges a better initial sense of the academic potential of students based on the rigor of their coursework; they also lead to greater accuracy in class rankings.

An "A" (5.0) on our weighted scale is worth an extra 1.0 point compared to an "A" (4.0) on a standard scale. Likewise, a "B" (4.0) on our weighted scale is the equivalent of an "A" (4.0) on a standard grading scale.

Letter Grade Earned	Academic Honors Course 5.0 Scale	Standard Course 4.0 Scale
A	5.0	4.0
B	4.0	3.0
C	3.0	2.0
D	1.0	1.0
F	0.0	0.0

Not only are colleges able to identify students who have challenged themselves in high rigor courses by title, they are also able to easily identify success in those courses as well as college readiness by higher GPAs.

Academic recognitions (Valedictorian, Salutatorian, Skyline Scholars, NHS, and NCAA) all rely on GPA as the primary qualifier. Our weighted GPA scale results in higher GPAs for excelling students in addition to a more accurate ranking system where students who take standard courses are not likely to surpass students who take Academic Honors Program courses. This also serves as incentive for students to challenge themselves in honors courses as it won't harm their GPA unless they end up earning significantly poorer grades.



RONDA S. OWENS ACADEMIC HONORS PROGRAM

What are the expectations of Academic Honors Students?

Academic Honors Program students are highly encouraged to undertake, individually and collectively, responsibility for their own academic and personal growth while fostering growth in other students through leadership by example, active contribution to a positive classroom environment, consistent completion of assignments with effort and integrity, and respect for and adherence to school/classroom policies and procedures. At minimum, Academic Honors Program students must maintain a 3.0 GPA in all their courses (honor/standard, core/elective) and a 93% attendance rate to remain in the program. Students falling short of expectations will be placed on a Performance Plan for improvement should they desire to remain in the Academic Honors Program.

How will I know if I'm accepted into the Academic Honors Program?

Applicants will be scheduled to meet with their Academic Dean to discuss either their acceptance into the Program/selection of Honors Courses or their Performance Plan for future acceptance. Performance Plans will outline specific areas of concern that should be improved upon in order for students to be accepted into and experience success in the Academic Honors Program.



RONDA S. OWENS ACADEMIC HONORS PROGRAM

APPLICATION

FOR ENTRANCE IN BLOCK: 1, Due: 7/25/18 2, Due: 9/25/18 3, Due: 12/11/18 4, Due: 2/26/19

Applications must be legible, complete, and submitted by the Due Date for consideration. Once entered into the program, no further application is required unless a student is exited for non-performance.

STUDENT NAME: _____

GRADE: _____

PLEASE CHECK WHICH SKYLINE EDUCATION SCHOOL YOU ATTEND:



HONORS PROGRAM APPLICANTS MUST AGREE TO & INITIAL THE FOLLOWING GUIDELINES:

- _____ I understand Academic Honors Program instruction is incorporated into standard course instruction
- _____ I understand Academic Honors Program coursework/expectations will be defined in enhanced syllabi made available to me at the beginning of each course and I am responsible for following the syllabi
- _____ I commit to coursework that is more rigorous in nature including but not limited to: Additional research & reading, independent study, additional homework, and potential Capstone Projects & Honors Fair Presentations
- _____ I commit to meeting a standard of performance that is significantly higher than regular academic standards
- _____ I commit to additional meeting hours with Academic Honors Program instructors outside of regular class hours
- _____ I understand Academic Honors Program courses will be weighted on a 5.0 scale
- _____ I understand I must maintain a minimum 3.0 GPA/93% attendance to remain in the Academic Honors Program
- _____ I understand I am allowed ONE week after the start of the block to withdraw from an Honors Program course without penalty



RONDA S. OWENS ACADEMIC HONORS PROGRAM

THE FOLLOWING DOCUMENTATION MUST BE ATTACHED TO THIS APPLICATION:

- Personal Essay (Typed or NEATLY written, double spaced, no more than 500 words) – Please explain why you would like to enter the Ronda S. Owens Academic Honors Program
- Letter of Recommendation – Form attached
(Academic Teacher, School Administrator, Coach, Employer, or Pastor preferred; family members not allowed)
- Current, Unofficial Transcript – Available from your school’s Registrar Office

I have thoroughly read the Academic Honors Program Information and Application, understand the expectations of Academic Honors Program students, and submit this application in good faith of fulfilling those expectations.

STUDENT PRINTED NAME: _____ SIGNATURE: _____ DATE: _____

I have thoroughly read the Academic Honors Program Information and Application, understand the expectations of Academic Honors Program students, and agree to support my student in fulfilling those expectations.

PARENT PRINTED NAME: _____ SIGNATURE: _____ DATE: _____



Appendix B

INDEPENDENT STUDY

Independent study is a method of self-development and personal growth. It involves choosing a problem or topic that has particular meaning for the individual and following it to a point where it satisfies his/her curiosity or need at the time. Independent study may be independent of all course work in which a student is enrolled, or may be within a course under the direction of that teacher.

Purposes

- To enrich the curriculum for the more highly motivated, independent, and self-reliant student.
- To encourage students to pursue a self-directed, self-initiated intellectual inquiry.
- To give students the opportunity to develop good independent study habits and to learn to discipline their own time, a need expressed frequently by our graduates in college.
- To provide an opportunity to study an established subject to a level beyond the existing curriculum or to study an area not presently included in our course offerings. (Courses offered in the curriculum cannot be taken on an independent study basis.)

Eligibility and Selection of Students

- Students who have shown unusual interest in their subject of study in the regular school program will be eligible.
- A student will not pursue more than one directed independent study project at one time, or two per year.
- Independent study courses cannot be applied toward the 300-minute supervision requirement or toward an academic waiver.

Student Responsibilities

1. To prepare a proposal for independent study including:
 - A statement of purpose with clearly defined goals.
 - An outline of the material to be read, experiment to be conducted, creative task to be undertaken, or appropriate description of study to be pursued.
 - A schedule showing time to be devoted and dates for completion (must be completed no later than the end of the semester—one semester minimum).
 - A list of library resources needed or the equipment and facilities required.
 - Criteria for evaluation.
2. To pursue this study with a maximum of self-motivation and independence, minimum of assistance, or supervision from a faculty member.
3. To plan, schedule, and report all activities carried out in connection with the directed independent study program.
4. To solicit the help of a teacher-advisor to supervise the study.



Grading

Grading of directed independent study projects completed successfully shall be "Pass". Projects not completed shall receive no grade nor will any record be maintained.

Procedures to Receive an Independent Study Project

- Receive forms for the independent study project in the divisional chairperson's office.
- Receive student, parent, supervising teacher, counselor, and division director approval of the proposed project.
- Complete application and approval within the first ten days of the semester in which it is taken. Final approval will be determined by division director.



Serving Arizona since 2000
SKYLINE
EDUCATION

Independent Study Form

NAME _____

ID NUMBER _____ GRADE _____

ACADEMIC DEAN NAME _____

DEPARTMENT _____

SUPERVISING TEACHER NAME _____

TOPIC _____

PROPOSAL DATE: Must be submitted/approved within 10 days of block)

COMPLETION DATE: Must be completed no later than the end of the semester (One block minimum) _____

PROJECT PROPOSED:

GOALS AND OBJECTIVES OF THE PROJECT:

DESCRIPTION OF THE PROJECT IN OUTLINE FORM: Include material to be read, tasks undertaken, and experiments conducted.

TIMELINE: Dates when various parts of work are to be completed (at least four deadlines). *Final deadline should coincide with the end of the block. It cannot extend beyond the end of the block.*

Deadline 1 _____ Deadline 2 _____ Deadline 3 _____ Deadline 4 _____



MATERIALS TO BE USED: Bibliography, types of research, films, artifacts, etc.

CRITERIA OF EVALUATION: Pass/Fail only

Please state the number of hours per week that you plan to commit to the project _____ Days of the week, periods, and length of time that you will be meeting with supervising teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
Periods					
Length of Time					

STUDENT SIGNATURE _____ DATE _____

PARENT SIGNATURE _____ DATE _____

SUPERVISING TEACHER SIGNATURE _____ DATE _____

ACADEMIC DEAN SIGNATURE _____ DATE _____

PRINCIPAL SIGNATURE _____ DATE _____

The Supervising Teacher returns this form to the Academic Dean when completed to be placed in their cumulative file.



Instructions:

1. Discuss rationale for credit by examination with course instructor before you register to take the course. If you decide to attempt the test out, follow the instructions below.

2. If you are registered for the course and later decide you want to do the test out instead, it is the student's responsibility to make arrangements with the Academic Dean.

NOTE: You will only be allowed to drop the course within the first five days of the block.

3. With the assistance of the instructor, complete the following:

Student Name _____ Student ID or SSN _____

Address _____

Course Number _____

Course Title _____

Total Number of Credits _____

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Principal Signature _____ Date _____

Academic Dean Signature _____ Date _____

Instructor: Return this form to the Academic Dean for recording.



Appendix C

INTENT TO GRADUATE EARLY FORM

NAME _____ ID # _____ GRADE _____

ALL STATE AND LOCAL GRADUATION REQUIREMENTS MUST BE MET.
 STUDENTS MAY REQUEST TO GRADUATE IN LESS THAN THE REGULAR FOUR-YEAR PERIOD.
 EARLY GRADUATES ARE NOT EXEMPT FROM FINAL EXAMS/STATE ASSESSMENTS.

Curriculum Area	Skyline Graduation Requirements	✓
English	4 credits	
Math	4 credits (Algebra II requirement may be modified using a Personal Curriculum, upon approval R7-2-302.03)	
Science	3 credits	
Social Studies	3 credits (Students must obtain a passing score in the American Civics Act Exam to graduate.)	
Foreign Language	0 credits	
Fine Arts/CTE	1 credit	
PE/Dance	1 credit	
Electives	6 credits	
Total Credits Required	22 credits	

*Students must pass the AZMerit and Civics tests to meet graduation requirements.

SCHEDULED GRADUATION _____ mm/yy

REQUESTED GRADUATION _____ mm/yy

_____ I WILL PARTICIPATE IN THE JUNE _____ GRADUATION CEREMONY.

_____ I WILL NOT PARTICIPATE IN ANY GRADUATION CEREMONY.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Academic Dean Signature _____ Date _____

Principal Signature _____ Date _____



Appendix D

STATEMENT of REQUIREMENT for COMPLETION of
COURSEWORK

Student Name: _____

Instructor Name: _____

Course Name: _____

Course Code: _____

Term: _____

Work to be Completed:

Timeframe to be Completed:

Student Signature: _____

Instructor Signature: _____

Parent/Guardian Signature: _____

Principal Signature: _____

When specific requirements are completed, the instructor will report a change of grade. The responsibility for changing the incomplete grade rests with the instructor.

