



# 2016-2017 Course Description Catalog

Kindergarten – 12<sup>th</sup> grade

*Celebrating 17 years of educational  
service to our communities*

Our high schools are accredited by the North  
Central Association



Dear Students and Parents,

Skyline Education has a proud 17-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.

# School Contact Information

## South Phoenix Campus

Grades	School	Administration
K-4	<b>South Phoenix Prep and Arts Academy</b> 7450 S. 40 <sup>th</sup> Street Phoenix, AZ 85042 Phone: (877) 225-2118 Fax: (877) 821-5462	Jacqueline Zander, Principal
5-8	<b>South Valley Prep and Arts Academy</b> 7470 S. 40 <sup>th</sup> Street Phoenix, AZ 85042 Phone: (877) 225-2118 Fax: (877) 821-5462	Bryant Robinson, Principal
9-12	<b>Skyline Prep and Arts Academy</b> 7500 S. 40 <sup>th</sup> Street Phoenix, AZ 85042 Phone: 1 (877) 225-2118 Fax: 1 (877) 821-5462	Tonya Bridges-Brown, Principal

## Chandler Campus

Grades	School	Administration
K-6	<b>Vector Prep and Arts Academy</b> 2020 N. Arizona Ave. Suite 5 Chandler, AZ 85225 Phone: (877) 225-2118 Fax: (877) 821-5462	Debra Coleman, Principal
7-12	<b>AZ Compass Prep School</b> 2020 N. Arizona Ave. Suite 206 Chandler, AZ 85225 Phone: 1 (877) 225-2118 Fax: 1 (877) 821-5462	Claudia McKim, Principal
1-12 Private Day School	<b>Education Works Day School</b> 2020 N. Arizona Ave. Suite 5 Chandler, AZ 85225 Phone: 1 (877) 225-2118 Fax: 1 (877) 821-5462	Dawn Livesey, Director Ronda Owens, Administrator

## Bapchule Campus

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

## Preschools

<b>Grades</b>	<b>School</b>	<b>Administration</b>
Ages 3-5	<b>Chandler Preschool</b> 2020 N. Arizona Ave. Suite 5 Chandler, AZ 85225 Phone: (877) 225-2118	Tamika Grady, Director
Ages 3-5	<b>South Phoenix Preschool</b> Phone: (877) 225-2118	Debra Vincent, Director

## **District Mission**

Our mission is to provide each student and family we serve with high quality college preparatory educational programs and services designed to stimulate life-long learning while developing character through academics, arts, and athletics.

## **Educational Philosophy**

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, college prep curriculum beginning with the elementary grades. Student mastery will be achieved through scientifically-based and content-rich curriculum that imparts core knowledge and essential learning skills. In order to achieve academic excellence, our program must also have a specific focus on character development through academics, athletics, and the arts. Combining the 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. As a vector, with dynamic effort and direction, all students will strive to reach their full potential and be empowered to lead successful and productive lives.

<b>Curriculum Area</b>	<b>Skyline Graduation Requirements</b>	<b>College/University Entrance Requirements for Arizona w/ graduation from Skyline Education</b>
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.)

## **College Admissions**

While 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 done by the end of the freshman year 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](http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf)

## **Extracurricular Eligibility**

### **Arizona Interscholastic Association Eligibility**

Eligibility for extracurricular activities that are sanctioned, is determined by the quarter grades for the preceding quarter. In order to be eligible for participation in these activities a student must pass all courses with a "C" or better the quarter prior to participation. This includes 9th graders. (In addition, students may apply for eligibility reinstatement at three (3) week intervals. The student must be passing all current classes in order to be considered for reinstatement).

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

## **Placement, Promotion, and Retention of Students**

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 yearly to ensure proper placement for the next school year. **State mandated testing (AZMerit) requires mandatory full-day attendance.**

Promotion from one grade to the next is based upon the ability to succeed at the next grade level. When formulating a recommendation, each teacher will work closely with the school's principal. Above all, the recommendation must be in the best interest of the student. Teachers will base their recommendation to promote or retain students on the following criteria:

- achievement on summative assessments
- attendance
- mastery of standards
- achievement on standardized tests
- age, maturity, and effort

Final promotion/retention decision will be determined by administration.

## **ECAPs**

An ECAP (Education and Career Action Plan) 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](http://www.azed.gov/ecap)

### **Independent Study**

Independent study may be offered to students upon request with the agreement of a supervising teacher who is certified in the subject. The approved form for the assignment of independent study must be completed with a detailed description of the work to be accomplished. 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. Students must complete and Independent Study form. (see Appendix A)

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. Administrative approval must be obtained for independent study.

### **Middle School Students in High School Courses**

Credit and grades may be included in the high school transcript for high school courses taken by middle school students. Course selection and placement is dependent upon student readiness and appropriate communication between parents, students, teachers, and building administrators. The selection for high school credit must be determined and approved prior to the start of the course. 8th grade students taking Integrated Math or Algebra I, Earth Science and/or any World Language Level I course may elect to receive high school credit for these courses. This means students could start high school with 1.0 credit for each of these courses toward their high school diploma.

### **Honors Courses**

Honors courses enable students to prepare for and pursue college-level studies while still in high school. Students who complete honor/accelerated level courses may have the opportunity to earn college credit or placement through Advanced Placement. Incoming freshmen interested in Honors courses must receive administration's approval, based on analysis of benchmark assessments and previous grades. 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 AP 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. Cover more breadth and depth in each subject area, thus requiring 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**

AP was 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 also increases eligibility for scholarships and makes candidates more attractive to colleges. Incoming freshman interested in Honors courses must receive administration's approval, based on analysis of benchmark assessments and previous grades.

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.

### Schedule changes

Each year, a new master schedule is created to accommodate students' course selections. Faculty members are employed, textbooks are purchased, and rooms are assigned on the basis of course requests. 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.

### 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 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 credit must carry three (3) hours or more of credit to be granted a .5 credit at the high school. College courses may be combined to receive the .5 credit only with administrative approval.
- 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.
- Approval by a building-level administrator is required prior to registering for the college course.
- 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 from this program become part of the student's transcript. Summer courses may be taken during the student's attendance in high school. Summer School credit obtained at a high school other than Skyline Education is considered external credit and is not included in the calculation of the student's grade point average. Students attending summer school in another accredited high school district must request that school to forward their grades to the appropriate Skyline Education registrar.

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

### **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](mailto:dmartinez@skylineschools.com)
2. Email: [pr@skylineschools.com](mailto:pr@skylineschools.com)
3. Fax: (877) 821-5462
4. Mail: Skyline Education - 2020 N. Arizona Ave. Chandler, AZ 85225 - Attn: Daisy Martinez

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

To speak with a registrar please call 480-779-2000.

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.

### **Testing Out for Credit Process**

The following steps are for a student requesting to test out of a course for credit. This process is 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 B) 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 class at a lower level nor a course already completed within a specific 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.

### **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* (see Appendix C) form available on line.

### **Graduation**

#### **Valedictorian/Salutatorian Selection**

To give all students an equal opportunity to become their school's valedictorian or salutatorian, Skyline Education will use the following guidelines:

- 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 Academic Dean.

#### **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 not 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 Dean of Students. The following are the program entrance requirements:

- Transcript review and interviews
- Must be 5<sup>th</sup> 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 or receive an incomplete 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 5<sup>th</sup> 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 or receive an incomplete 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

### **Grading**

In order to gain an accurate picture of student readiness and mastery, multiple assessment structures are needed. 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.

<b>Grading Scale</b>	<b>GPA</b>	<b>Weighted GPA</b>
90-100 = A	A = 4.0	A = 5.0
80-89 = B	B = 3.0	B = 4.0
70-79 = C	C = 2.0	C = 3.0
60-69 = D	D = 1.0	D = 1.0
0-59 = F	F = No credit	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 of "D" 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 required course work has not been completed and evaluated in the prescribed time period owing to unforeseen but fully justified reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement 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 D)
- 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. The responsibility for changing the Incomplete grade rests with the instructor.

## Academic Honors

### National Honor Society

The four pillars of 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 in National Honor Society by a faculty council selected by the principal. The faculty council reviews leadership, service and character for the selection process as per the National Association of Secondary School Principals' Constitution.

Members are expected to attend all general meetings throughout the year. 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. For more information regarding National Honor society, please go to [www.honorsociety.org](http://www.honorsociety.org)

### Skyline Scholars

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

#### K-2<sup>nd</sup> grade award criteria :

	<b>Highly Proficient</b>	<b>Proficient</b>
Math	Students earn HP status in all domains.	Students earn Proficient (or better) in each domain.
ELA	Students earn HP status in all strands.	Students earn Proficient (or better) in each strand.

#### 3<sup>rd</sup>-8<sup>th</sup> grade award criteria:

	<b>Highest Honors</b>	<b>Honors</b>
Math		Students earn
ELA		B or better in
Science	Students earn all A's in academic content areas.	academic content
Social Studies		areas.

#### 9<sup>th</sup>-12<sup>th</sup> grade award examples:

Full-time students who earn high grades and demonstrate good character traits will be honored at an annual ceremony.

Skyline Scholar requirements are:

A cumulative grade point average of 3.80 or better.

No F's or I's on transcripts.

## **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 1<sup>st</sup>

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

**4.4.4.2** Student athletes 6<sup>th</sup> grade or below may not play on varsity level teams.

**4.4.4.3** Junior Varsity athletes can be in grades 7<sup>th</sup> – 11<sup>th</sup> only.

**4.4.5.** Junior high students cannot be 15 on or before September 1<sup>st</sup>.

**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 7<sup>th</sup> or 8<sup>th</sup> 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.

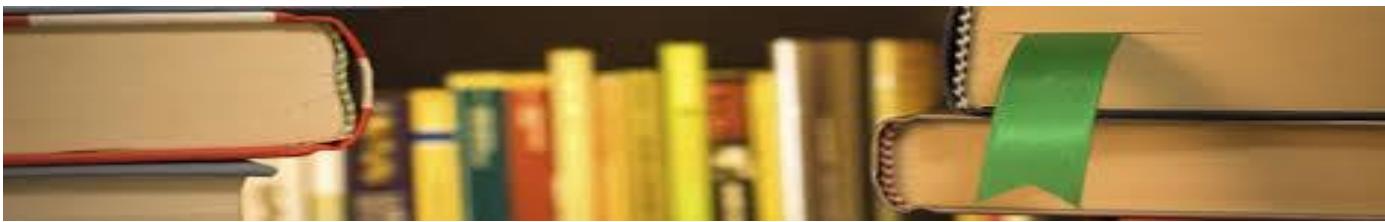
**4.4.13.3** If a combined school team is approved. The team will be set into a division based on their boys and girls grades 9-11 enrollment, shall be combined for division level placement. (3A or 2A)

**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.



# English Language Arts

## Kindergarten-5<sup>th</sup> grade

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

### Key Features of the Standards

<b>Reading: Text complexity and the growth of comprehension</b>	The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they 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.
<b>Writing: Text types, responding to reading, and research</b>	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
<b>Speaking and Listening: Flexible communication and collaboration</b>	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.
<b>Language: Conventions, effective use, and vocabulary</b>	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.

The Kindergarten – 5th grade standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards and the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

## **Kindergarten**

In kindergarten, students will learn the alphabet and the basic features of letters and words. They will break down spoken and written words into syllables and letters and identify the sounds each letter makes. These important skills will enable your child to learn new words and to read and understand simple books and stories. Students will also learn to write and share information in a variety of ways, including drawing, writing letters and words, listening to others, and speaking aloud. Activities in these areas will include:

- Naming and writing upper- and lowercase letters
- Matching letters to sounds and using other methods to figure out unfamiliar words when reading and writing
- Learning and using new words
- Identifying words that rhyme
- Reading common words such as the, of, you, are, she, and my
- Asking and answering questions about a story the teacher reads out loud
- Identifying characters, settings, and major events in a story
- Recognizing the person, place, thing, or idea that an illustration shows
- Participating in discussions by listening and taking turns speaking
- Using a combination of drawing, speaking, and writing to describe an event, give information about a topic, or share an opinion
- Taking part in shared reading, writing, and research projects
- Expressing thoughts, feelings, and ideas clearly

## **1<sup>st</sup> grade**

In grade one, your child will build important reading, writing, speaking, and listening skills. Students will continue to learn the letters and sounds that make up words. They will think, talk, and write about what they read in stories, articles, and other sources of information. In their writing, students will work on putting together clear sentences on a range of topics using a growing vocabulary. Activities in these areas will include:

- Reading stories and showing they understand the lesson or moral of the story
- Asking and answering questions about a story, including characters, settings, and major events
- Comparing and contrasting the experiences of different characters
- Identifying the reasons an author gives to support a point
- Explaining differences between texts that tell stories and texts that provide information
- Learning and using new words
- Participating in class discussions by listening, responding to what others are saying, and asking questions
- Describing people, places, things, and events, expressing feelings and ideas clearly
- Learning basic rules of spoken and written English
- Working with others to gather facts and information on a topic
- Writing to describe an event, provide information on a topic, or share an opinion

## **2<sup>nd</sup> grade**

In grade two, students will continue to build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in variety of texts, such as stories, books, articles, and other sources of information including the Internet. In their writing, students will learn how to develop a topic and strengthen their skills by editing and revising. Activities in these areas will include:

- Reading stories, including fables and folktales from different cultures, and identifying the lesson or moral of the story
- Reading texts about history, social studies, or science and identifying the main idea
- Answering who, what, where, when, why, and how questions about stories and books
- Describing the reasons that an author gives to support a point
- Learning and using new words
- Learning the rules of spoken and written English
- Participating in class discussions by listening and building on what others are saying
- Describing in their own words information learned from articles or books read aloud
- Working together to gather facts and information on a topic
- Writing about a short series of events and describing actions, thoughts, and feelings
- Writing about opinions on books using important details and examples to support a position

## **3<sup>rd</sup> grade**

In grade three, students will build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in a variety of articles, books, and other texts. In their writing, students will pay more attention to organizing information, developing ideas, and supporting these ideas with facts, details, and reasons. Activities in these areas will include:

- Reading a wide range of stories and describing how a story teaches a lesson
- Describing characters in a story and how their actions contributed to events
- Reading texts about history, social studies, or science and answering questions about what they learned
- Referring to information from illustrations such as maps or pictures as well as the words in a text to support their answers
- Learning the rules of spoken and written English
- Learning and using new words, including words related to specific subjects (such as science words)
- Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Giving a class presentation on a topic or telling a story using relevant facts and details and speaking clearly
- Writing stories with dialogue and descriptions of character's actions, thoughts, and feelings
- Gathering information from books, articles, and online sources to build understanding of a topic
- Writing research or opinion papers over extended periods of time

## **4<sup>th</sup> grade**

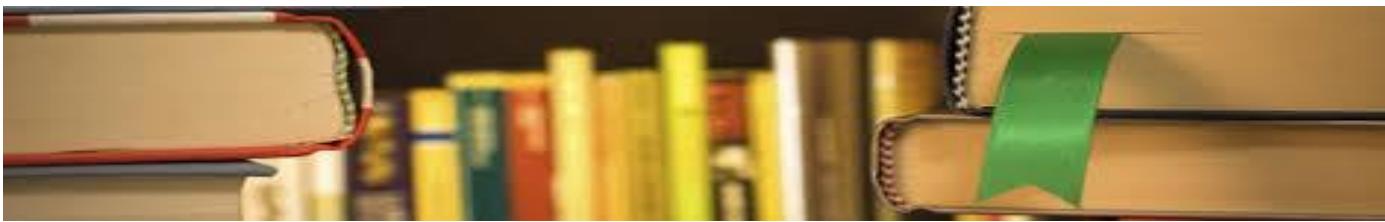
In grade four, students will continue to build important reading, writing, speaking, and listening skills. They will read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. They will also be expected to clearly explain in detail what they have read by referring to details or information from the text. In writing, students will organize their ideas and develop topics with reasons, facts, details, and other information. Activities in these areas will include:

- Identifying the theme or main idea of a story, play, or poem
- Comparing stories from different cultures
- Explaining how an author uses facts, details, and evidence to support their points
- Reading and understanding information presented in charts, graphs, timelines, and other illustrations
- Learning the rules of spoken and written English
- Learning and using new words, including words related to specific subjects (such as science words)
- Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Giving a class presentation on a topic or telling a story using relevant, organized facts and details and speaking clearly
- Writing stories with dialogue and descriptions of character's actions, thoughts, and feelings
- Taking notes and organizing information from books, articles, and online sources to learn more about a topic
- Writing research or opinion papers over extended periods of time

## **5<sup>th</sup> grade**

In grade five, students will continue to build important reading, writing, speaking, and listening skills. They will read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. Students will also be expected to understand and clearly summarize what they have learned from readings and classroom discussions, referring to specific evidence and details from the text. Students will write regularly and continue to develop their ability to gather, organize, interpret, and present information. Activities in these areas will include:

- Determining the theme of a story, play, or poem, including how characters respond to challenges
- Comparing and contrasting stories that deal with similar themes or topics
- Explaining how authors use reasons and evidence to support their points or ideas
- Drawing on information from multiple books, articles, or online sources to locate an answer or to solve a problem quickly
- Learning the rules of spoken and written English
- Learning and using new words, including words related to specific subjects (such as science words)
- Understanding figurative language
- Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Giving a class presentation on a topic or telling a story, introducing relevant facts and details in a clear, logical order
- Writing research or opinion papers over extended periods of time



# English Language Arts

## 6<sup>th</sup>-8<sup>th</sup> grade

Literacy proficiency is the key to all learning. All ELA courses are built to help students learn the AZ College and Career Ready Standards through rigor and relevance, text complexity, persuasive and informational writing, and personalized learning.

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

Key Features of the Standards	
<b>Reading: Text complexity and the growth of comprehension</b>	The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they 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.
<b>Writing: Text types, responding to reading, and research</b>	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
<b>Speaking and Listening: Flexible communication and collaboration</b>	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
<b>Language: Conventions, effective use, and vocabulary</b>	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.

## **6<sup>th</sup> grade**

In grade six, students will read a range of challenging books, articles, and texts, and will be expected to demonstrate their understanding of the material by answering questions and contributing to class discussions. In writing, students will continue to work on their use of language, sentence structure, and organization of ideas. They will also be expected to integrate information from different sources and respond to challenging content through written interpretation and analysis.

Activities in these areas will include:

- Providing detailed summaries of texts
- Determining the theme of a text and how it is conveyed
- Describing how a particular story or play unfolds and how characters respond to plot developments
- Using a range of reading strategies to determine the meaning of unknown words as they are used in a text
- Comparing and contrasting various texts, including poems, stories, and historical novels
- Understanding the figurative and connotative (implied) meaning of words and phrases
- Identifying and evaluating specific claims or arguments in a text
- Supporting written claims or arguments with clear reasons and relevant evidence
- Producing clear and coherent writing appropriate to the task, purpose, and audience
- Participating in class discussions about various texts and topics
- Conducting short research projects to answer a question, drawing on several sources

## **7<sup>th</sup> grade**

In grade seven, students will continue to develop the ability to cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing. Your child will also build academic vocabulary as he or she reads more complex texts, including stories, plays, historical novels, poems, and informational books and articles. Activities in these areas will include:

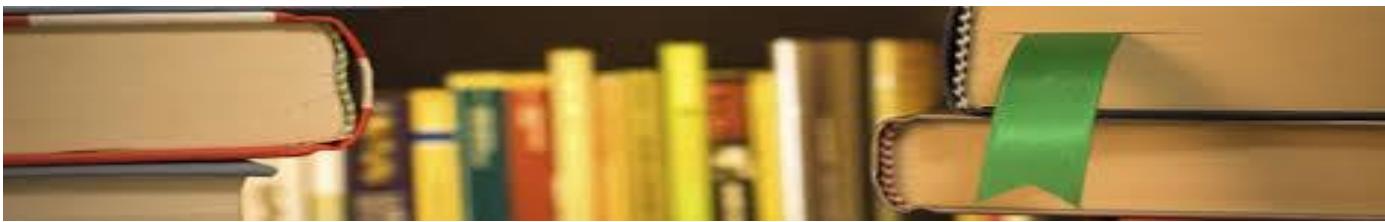
- Analyzing how the form or structure of a play or poem contributes to its meaning
- Analyzing how particular elements of a story or play interact (like how the setting shapes the characters or plot)
- Determining how an author develops and contrasts the points of view of different characters or narrators in a text
- Conducting short research projects, drawing on several sources and identifying related questions for further research and investigation
- Engaging in a range of classroom discussions on topics and texts, expressing ideas clearly and building on the ideas of others
- Identifying a speaker's argument and specific claims and evaluating the reasoning and evidence behind these claims
- Using clues such as word roots or add-ons to a word (such as the prefix hyper-, which means 'excessive' in the words hyperactive and hypersensitive) to determine the meaning of a word
- Interpreting figures of speech or references to literature or mythology in a text
- Writing for a range of purposes and audiences

## **8<sup>th</sup> grade**

In grade eight, students will read major works of fiction and nonfiction from all over the world and from different time periods. They will continue to learn how to understand what they read and evaluate an author's assumptions and claims. They will also conduct research that will require the analysis of resources and accurate interpretation of literary and informational text. Activities in these areas will include:

- Identifying what a reading selection explicitly says and drawing inferences based on evidence from the text
- Analyzing the impact of specific word choices on meaning and tone, including analogies or allusions to other texts

- Evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient
- Connecting information and ideas efficiently and effectively in writing
- Analyzing the purpose of information presented in diverse media formats, such as video clips or interactive maps
- Participating in class discussions on various topics, texts, and issues by expressing ideas and building on the ideas of others
- Developing a large vocabulary of multi-use academic words and phrases
- Interpreting figures of speech, such as puns or verbal irony, in context



# English Language Arts

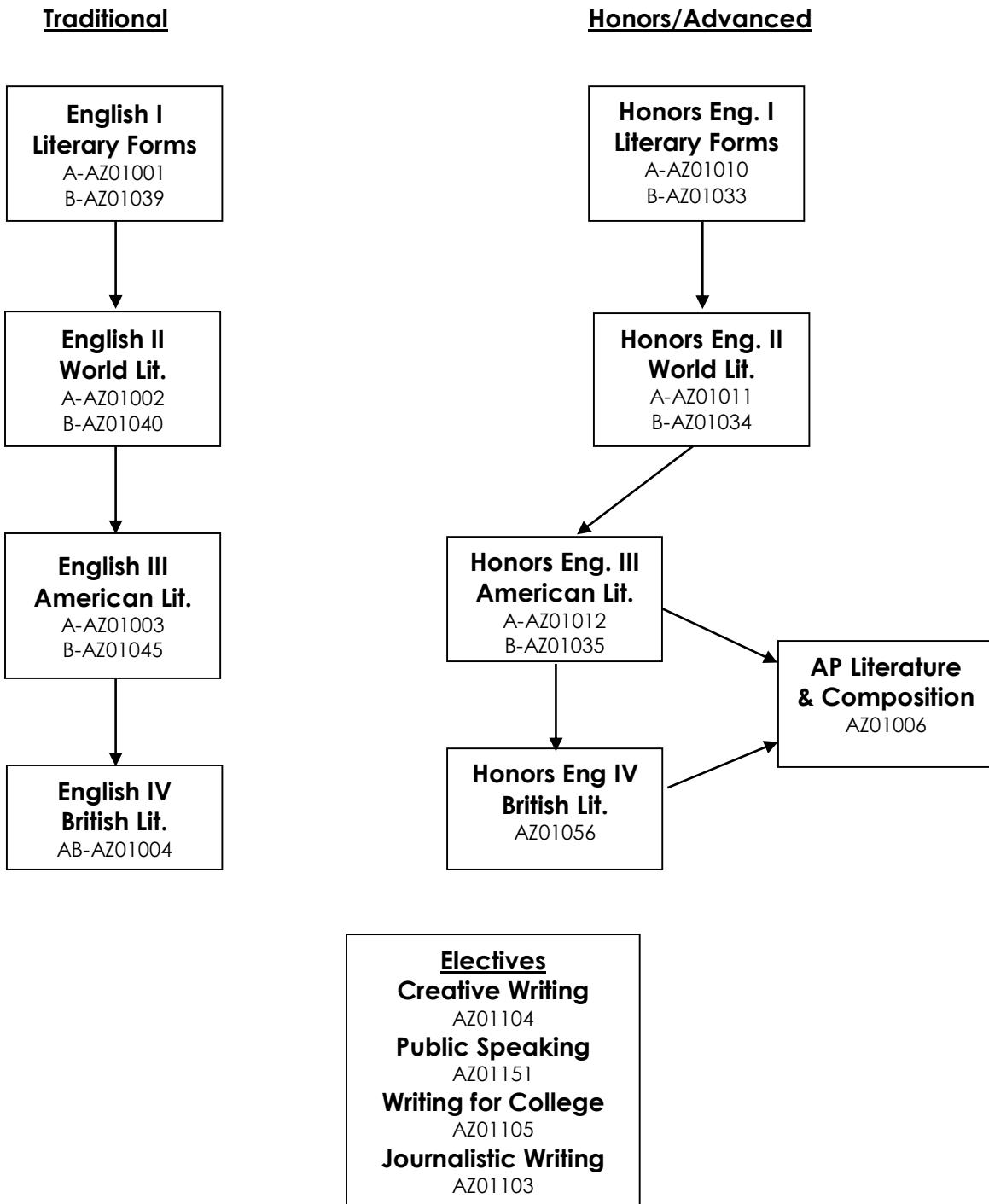
## 9th - 12th grade

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	
<b>Reading: Text complexity and the growth of comprehension</b>	The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they 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.
<b>Writing: Text types, responding to reading, and research</b>	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.
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# English Language Arts Pathways



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

A-AZ01001 B-AZ01039

In this course, students develop proficiencies in the areas of reading, literary analysis, writing, grammar and usage, oral communication, and research. Students explore the overarching theme of the course—the individual's understanding of himself or herself and others—through short stories, essays and articles, novels, poetry, theater and other texts. Through their reading and inquiry, students are introduced to various stylistic techniques that help them learn strategies to improve their reading, writing, listening, and speaking skills. Students write in multiple formats throughout the year, including narrative and argument, which is a framework for critical thinking. Writing is used to enhance student learning in all areas of literacy development.

Students learn to write through a structured process approach that teaches students to analyze a writing task, develop the means by which to execute a task, and execute the writing through various drafting and revision stages. Students will be assessed regularly in the areas of full-class and small-group discussions, and students are required to deliver one formal speech each quarter. Vocabulary study and reading instruction are integrated into the study of literature and other texts. This course fulfills graduation requirements. This course fulfills AZ university requirements.

**Honors English I AB-Literary Forms** (1.0 credit)

A-AZ01010 B-AZ01033

In this more demanding course, 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 complex texts ranging in size. Students will analyze the texts' academic language, vocabulary and will be required to read at home prior to class instruction. 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 discussion plays a

vital role in that students talk in class as a means of enhancing their literacy skills. This holistic approach to literacy learning acclimates students to the benefits of reflecting and learning to think deeply about the ways they interact and communicate with the world around them. 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 will emphasize the universal themes in world and multicultural literature with an emphasis on critical reading skills. The writing skills of drafting, revising, and proofreading will be emphasized. 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 will develop the essay and language skills required for entry into advanced placement programs in English. World literature will be used as the basis for the reading and writing activities. Composition skills will be emphasized. 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 thematic movements in our country's history and literature. Through the literature, students review and deepen their analysis of language and rhetorical devices, and they are introduced to literary criticism. 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, and a minimum of two in-class essays per quarter. This course fulfills graduation requirements. This course fulfills AZ university requirements.

*Prerequisite: English II*

**Honors English III AB - American Literature (1.0 credit)**

A-AZ01012 B-AZ01035

This course emphasizes the development of skills for informed citizenship, and 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 of U.S. History and English-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.

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

**English IV AB -British Literature (1.0 credit)**

AB-AZ01004

Students will 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. In European Literature, students are introduced to some of the greatest works of Western civilization. This literature and informational text, often challenging in content, style, or structure, gives 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 theater 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

Students will 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. 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. This course looks at some of the major themes in European & British literature—particularly social class, love, and duty. 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 theater 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

The AP English Literature and Composition 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. The course 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*

**Creative Writing** (1.0 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.

**Public Speaking** (1.0 credit)

AZ01151

This course is designed for juniors or seniors who wish to improve their abilities to inform, persuade, and share their ideas through public speaking. In this course, students will study the craft and art of public speaking through the examination of speeches in a number of speaking genres. Students will then practice writing and delivering speeches in these genres. This course will focus on confidence-building, emulation, and experimentation as ways to help students develop their skills as public speakers in both practical situations (giving a report, for example) and more theoretic situations. The course will include the study of storytelling, argument, and persuasion. At the end of the year the course shifts to more theoretic oratory, culminating in the writing and presentation of a culminating speech. Students will write (and then 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. Students will be writing, speaking, and revising regularly. Students who enroll in this course are not expected to have any prior experience in public speaking. This

course is designed to build each student's confidence and skills as a speaker, regardless of their starting point.

**Writing for College** (1.0 credit)

AZ01105

This class provides students the opportunity to develop their writing through a variety of 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. The class will also explore the growing technology available in school libraries. Student progress is evaluated throughout the semester in a manner that authorizes students to take an active role in their learning. A student's overall performance is evaluated at the end of the semester based on a comprehensive portfolio review.

**Journalistic Writing** (1.0 credit)

AZ01103

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. Designed to offer students background and practice in basic journalism concepts and skills, Journalistic Writing units include news gathering/interviewing, news writing, headline writing, copy editing, press law and page design. Oral and written communication skills, as well as critical thinking and problem solving skills, will be exercised.

$$f_{a,\sigma^2}(\xi_1) = \frac{e^{-\frac{(x_1-a)^2}{2\sigma^2}}}{\sqrt{2\pi}\sigma} \quad f_{a,\sigma^2}(\xi_1) = \frac{1}{\sqrt{2\pi}\sigma} e^{-\frac{(x_1-a)^2}{2\sigma^2}}$$

$$\int_{\mathbb{R}_n} T(x) \cdot \frac{\partial}{\partial \theta} f(x, \theta) dx = M\left(T(\xi) \cdot \frac{\partial}{\partial \theta} \ln L(\xi, \theta)\right)$$

# Mathematics

## Kindergarten – 5<sup>th</sup> grade

The AZ College and Career Readiness standards call for greater focus, coherence, and rigor when teaching mathematics. Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom.

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 math standards, [click here.](#)

### Domain Progression

Kindergarten	1	2	3	4	5
Counting & Cardinality					
Number & Operations in Base Ten					
Numbers & Operations - Fractions					
Operations and Algebraic Thinking					
Geometry					
Measurement and Data					

## **Kindergarten**

In Kindergarten, instructional time will focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space.

In kindergarten, your child will focus primarily on two important areas. The first is learning numbers and what numbers represent. The second is addition and subtraction. Students will also learn to identify and work with shapes. Activities in these areas include:

- Counting how many objects are in a group and comparing the quantities of two groups of objects
- Comparing two numbers to identify which is greater or less than the other
- Understanding addition as putting together and subtraction as taking away from
- Adding and subtracting very small numbers quickly and accurately
- Breaking up numbers less than or equal to 10 in more than one way (for example,  $9=6+3$ ,  $9=5+4$ )
- For any number from 1 to 9, finding the missing quantity that is needed to reach 10
- Representing addition and subtraction word problems using objects or by drawing pictures
- Solving addition and subtraction word problems involving numbers that add up to 10 or less or by subtracting from a number 10 or less

## **1<sup>st</sup> grade**

In Grade 1, instructional time will focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

In grade one, students will work with whole numbers and place value—including grouping numbers into tens and ones as they learn to add and subtract up through 20. Students will also use charts, tables, and diagrams to solve problems. Activities in these areas will include:

- Quickly and accurately adding numbers together that total up to 10 or less and subtracting from numbers up through 10
- Understanding the rules of addition and subtraction (for example,  $5+2=2+5$ )
- Solving word problems that involve adding or subtracting numbers up through 20
- Understanding what the different digits mean in two-digit numbers (place value)
- Comparing two-digit numbers using the symbols  $>$  (more than),  $=$  (equal to) , and  $<$  (less than)
- Understanding the meaning of the equal sign ( $=$ ) and determining if statements involving addition and subtraction are true or false (for example, which of the following statements are true?  $3+3=6$ ,  $4+1=5+2$ )
- Adding one- and two-digit numbers together
- Measuring the lengths of objects using a shorter object as a unit of length

- Putting objects in order from longest to shortest or shortest to longest
- Organizing objects into categories and comparing the number of objects in different categories
- Dividing circles and rectangles into halves and quarters

## **2<sup>nd</sup> grade**

In Grade 2, instructional time will focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

In grade two, students will extend their understanding of place value to the hundreds place. They will use this place value understanding to solve word problems, including those involving length and other units of measure. Students will continue to work on their addition and subtraction skills, quickly and accurately adding and subtracting numbers up through 20 and also working with numbers up through 100. They will also build a foundation for understanding fractions by working with shapes and geometry.

Activities in these areas will include:

- Quickly and accurately adding numbers together that total up to 20 or less or subtracting from numbers up through 20
- Solving one- or two-step word problems by adding or subtracting numbers up through 100
- Understanding what the different digits mean in a three-digit number
- Adding and subtracting three digit numbers
- Measuring lengths of objects in standard units such as inches and centimeters

- Solving addition and subtraction word problems involving length
- Solving problems involving money
- Breaking up a rectangle into same-size squares
- Dividing circles and rectangles into halves, thirds, or fourths
- Solving addition, subtraction, and comparison word problems using information presented in a bar graph
- Writing equations to represent addition of equal numbers

## **3<sup>rd</sup> grade**

In Grade 3, instructional time will focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

In grade three, students will continue to build their concept of numbers, developing an understanding of fractions as numbers. They will learn the concepts behind multiplication and division and apply problem-solving skills and strategies for multiplying and dividing numbers up through 100 to solve word problems. Students will also make connections between the concept of the area of a rectangle and multiplication and addition of whole numbers. Activities in these areas will include:

- Understanding and explaining what it means to multiply or divide numbers
- Multiplying all one-digit numbers from memory (knowing their times table)

- Multiplying one-digit numbers by multiples of 10 (such as 20, 30, 40)
- Solving two-step word problems using addition, subtraction, multiplication, and division
- Understanding the concept of area
- Relating the measurement of area to multiplication and division
- Understanding fractions as numbers
- Understanding and identifying a fraction as a number on a number line
- Comparing the size of two fractions
- Expressing whole numbers as fractions and identifying fractions that are equal to whole numbers (for example, recognizing that  $\frac{3}{1}$  and 3 are the same number)
- Measuring weights and volumes and solving word problems involving these measurements
- Representing and interpreting data

#### **4<sup>th</sup> grade**

In Grade 4, instructional time will focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

In grade four, your child will use addition, subtraction, multiplication, and division to solve word problems, including problems involving measurement of volume, mass, and time. Students will continue to build their understanding of fractions—creating equal fractions, comparing the size of

fractions, adding and subtracting fractions, and multiplying fractions by whole numbers. They will also start to understand the relationship between fractions and decimals. Activities in these areas will include:

- Adding and subtracting whole numbers up to 1 million quickly and accurately
- Solving multi-step word problems, including problems involving measurement and converting measurements from larger to smaller units
- Multiplying and dividing multi-digit numbers
- Extending understanding of fractions by comparing the size of two fractions with different numerators (top numbers) and different denominators (bottom numbers)
- Creating equal fractions ( $\frac{3}{4} = \frac{3 \times 2}{4 \times 2} = \frac{6}{8}$ )
- Adding and subtracting fractions with the same denominator
- Building fractions from smaller fractions ( $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ )
- Connecting addition and subtraction of whole numbers to multiplying fractions by whole numbers
- Connecting addition of fractions to the concept of angle measurement
- Representing and interpreting data
- Converting fractions with denominators of 10 or 100 into decimals
- Locating decimals on a number line
- Comparing decimals and fractions using the symbols > (more than), = (equal to), and < (less than)

## **5<sup>th</sup> grade**

In Grade 5, instructional time will focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

In grade five, students will build their understanding of the place value system by working with decimals up to the hundredths place. Students will also add, subtract, and multiply fractions, including fractions with unlike denominators. They will continue to expand their geometry and measurement skills, learning the concept of volume and measuring the volume of a solid figure. Activities in these areas will include:

- Quickly and accurately multiplying multi-digit whole numbers
- Dividing numbers with up to four digits by two digit numbers
- Using exponents to express powers of 10 (in  $10^2$ , 2 is the exponent)
- Reading, writing, and comparing decimals to the thousandths place
- Adding, subtracting, multiplying, and dividing decimals to the hundredths place
- Writing and interpreting mathematical expressions using symbols such as parentheses. For example, “add 8 and 7, then multiply by 2” can be written as  $2 \times (8+7)$ .
- Adding and subtracting fractions with unlike denominators (bottom numbers) by converting them to fractions with matching denominators
- Multiplying fractions by whole numbers and other fractions
- Dividing fractions by whole numbers and whole numbers by fractions
- Analyzing and determining relationships between numerical patterns
- Measuring volume using multiplication and addition

$$da \sim a, \sigma^2(\xi_1) = \frac{a}{\sigma^2} f_{a,\sigma^2}(\xi_1) = \frac{1}{\sqrt{2\pi}\sigma} \exp\left(-\frac{(\xi_1 - a)^2}{2\sigma^2}\right)$$

$$\int_{\mathbb{R}_+} T(x) \cdot \frac{\partial}{\partial \theta} f(x, \theta) dx = M\left(T(\xi) \cdot \frac{\partial}{\partial \theta} \ln L(\xi, \theta)\right).$$

# Mathematics

## 6<sup>th</sup> – 8<sup>th</sup> grade

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### Domain Progressions

6	7	8
Ratios and Proportional Relationships		
The Number System		
Expressions and Equations		Functions
Geometry		
Statistics and Probability		

## **6<sup>th</sup> grade**

In Grade 6, instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

In grade six, your child will learn the concept of rates and ratios and use these tools to solve word problems. Students will work on quickly and accurately dividing multi-digit whole numbers and adding, subtracting, multiplying, and dividing multi-digit decimals. Students will extend their previous work with fractions and decimals to understand the concept of rational numbers—any number that can be made by dividing one integer by another, such as  $\frac{1}{2}$ , 0.75, or 2. Students will also learn how to write and solve equations—mathematical statements using symbols, such as  $20+x = 35$ —and apply these skills in solving multi-step word problems. Activities in these areas will include:

- Understanding and applying the concepts of ratios and unit rates, and using the correct language to describe them (for example, the ratio of wings to beaks in a flock of birds is 2 to 1, because for every 2 wings there is 1 beak)
- Building on knowledge of multiplication and division to divide fractions by fractions
- Understanding that positive and negative numbers are located on opposite sides of 0 on a number line
- Using pairs of numbers, including negative numbers, as coordinates for locating or placing a point on a graph
- Writing and determining the value of expressions with whole-number exponents (such as  $15+3^2$ )
- Identifying and writing equivalent mathematical expressions by applying the

properties of operations. For example,

recognizing that  $2(3+x)$  is the same as  $6+2x$

- Understanding that solving an equation such as  $2+x = 12$  means answering the question, “What number does  $x$  have to be to make this statement true?”

- Representing and analyzing the relationships between independent and dependent variables
- Solving problems involving area and volume

## **7<sup>th</sup> grade**

In Grade 7, instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

In grade seven, students will further develop their understanding of rates and ratios, using tables, graphs, and equations to solve real-world problems involving proportional relationships. Students will also work on quickly and accurately solving multi-step problems involving positive and negative rational numbers—any number that can be made by dividing one integer by another, such as  $\frac{1}{2}$ , 0.75, or 2.

Additionally, students will expand their knowledge of geometry and apply the properties of operations to solve real world problems involving the measurement of multi-dimensional objects. Activities in these areas will include:

- Determining whether two quantities are in a proportional relationship and using

knowledge of rates, ratios, proportions, and percentages to solve multi-step problems

- Identifying the unit rate of change (the constant rate at which the value of a variable changes) in tables, graphs, equations, and verbal descriptions
- Calculating the unit rates associated with ratios of fractions, including quantities measured in different units (for example, the ratio of  $\frac{1}{2}$  a mile for every  $\frac{1}{4}$  of an hour means that you travel 2 miles in an hour)
- Solving problems using equations to find the value of one missing variable
- Applying the properties of operations to generate equivalent mathematical expressions
- Solving multi-step word problems by adding, subtracting, multiplying, and dividing positive and negative rational numbers in any form (including whole numbers, fractions, or decimals)
- Understanding that numbers cannot be divided by 0
- Converting rational numbers to decimals using long division
- Describing situations in which positive and negative quantities combine to make 0
- Finding the area of two-dimensional objects and the volume and surface area of three-dimensional objects

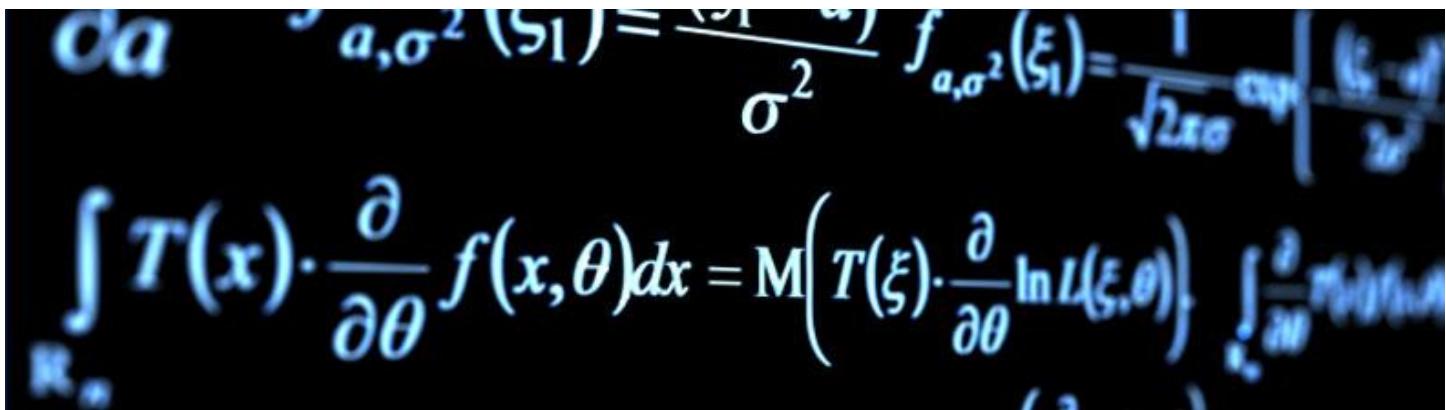
## **8<sup>th</sup> grade**

In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures

using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. In grade eight, students take their understanding of unit rates and proportional relationships to a new level, connecting these concepts to points on a line and ultimately using them to solve linear equations that require them to apply algebraic reasoning as well as knowledge of the properties of operations. Students will also expand their understanding of numbers beyond rational numbers to include numbers that are irrational—meaning that they cannot be written as a simple fraction.

Activities in these areas will include:

- Understanding that every rational number (such as  $\frac{1}{2}$ , 0.3, 2, or -2) can be written as a decimal, but that the decimal form of an irrational number is both non-repeating and infinite
- Applying the properties of exponents to generate equivalent numerical expressions
- Determining the value of square roots of small perfect squares and cube roots of small perfect cubes
- Graphing proportional relationships and interpreting the unit rate as the slope (how steep or flat a line is)
- Solving and graphing one- and two-variable linear equations
- Understanding that a function is a rule that assigns to each value of  $x$  exactly one value of  $y$ , such as  $y=2x$ , a rule that would yield such ordered pairs as (-2,-4), (3,6), and (4,8)
- Comparing the properties of two functions represented in different ways (in a table, graph, equation, or description)
- Determining congruence (when shapes are of equal size and shape) and similarity (same shape but different sizes)
- Learning and applying the Pythagorean Theorem (an equation relating the lengths of the sides of a right triangle)
- Solving problems involving the volume of cylinders, cones, and spheres



# Mathematics

## 9<sup>th</sup>-12<sup>th</sup> grade

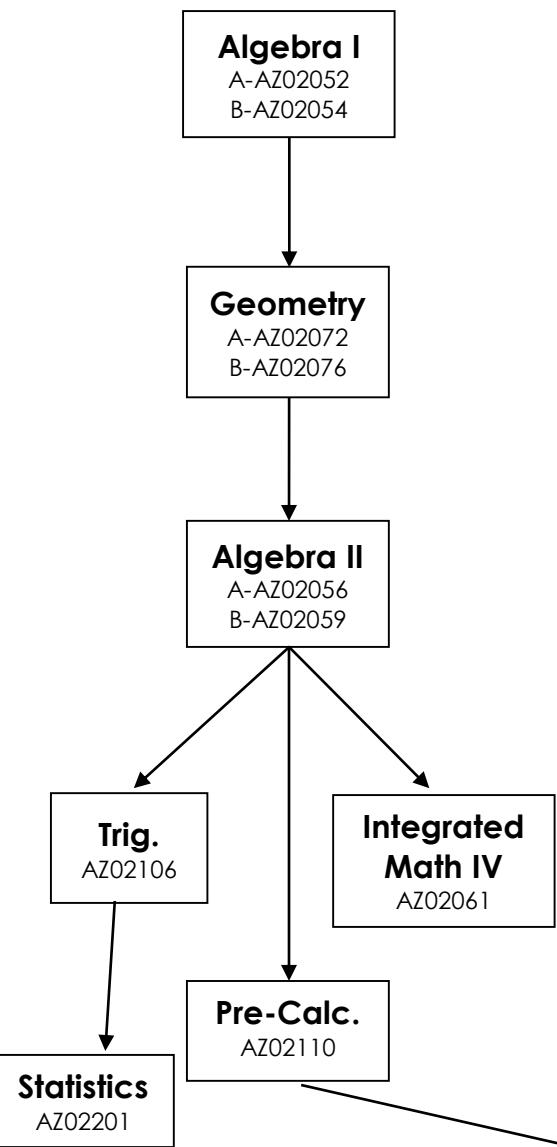
The Mathematics course offerings provide options and electives for meeting individual needs, experiences, and goals of all students. Course offerings provide opportunities for the development of problem-solving skills and techniques for theoretical and applied settings. Instructional design promotes 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.

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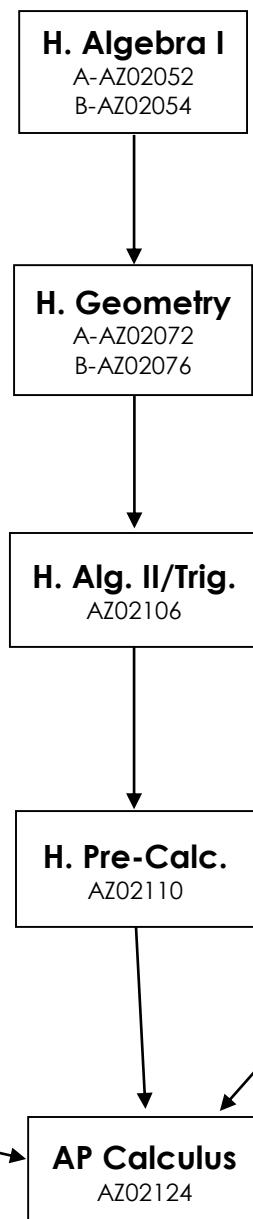
To view AZCCRS high school math standards, [click here](#).

# Mathematics Pathways

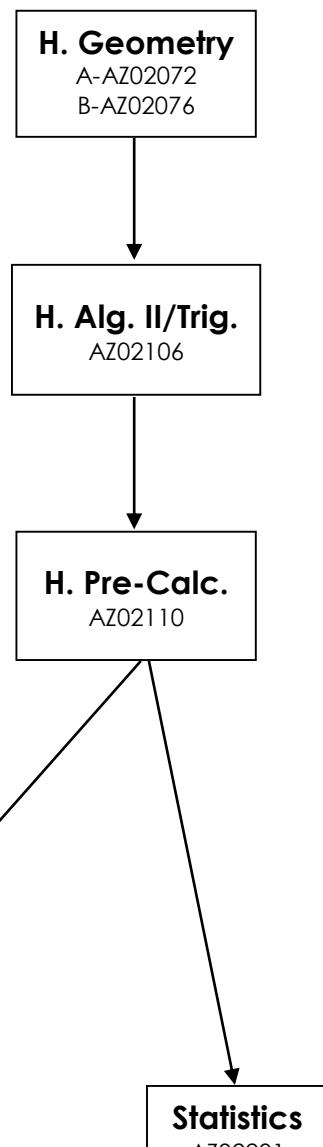
## Traditional



## Honors



## Advanced



# Course Descriptions

## **Algebra IA & B** (1.0 credit)

A-AZ02052 B-AZ02054

This course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. 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 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 will play a large part in this course, especially hand-held graphing calculators. This honors course is intended for the student of high mathematical ability, perseverance and interest. 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 a function. 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 : Alg I, Geometry

## **Honors Algebra II/Trigonometry** (1.0 credit)

AZ02106

This course is an extension of Algebra 1 in which all major concepts are reconsidered and then expanded to include more difficult applications. Additional topics considered 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, trig 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.

Prerequisite : "B" or better in Honors Geometry.

## **Geometry IA & B** (1.0 credit)

A-AZ02072 B-AZ02076

This course addresses the concepts of congruence, similarity, right triangles and trigonometry, circles and geometric measurement and geometric properties with equations, modeling with geometry and mathematical practices skills. Students will experiment with transformations in a plane, understand congruence in terms of rigid motions, prove geometric theorems, prove theorems using similarity, 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 requirements . This course fulfills AZ university requirements. Successful completion of this course will prepare students to enter Algebra II.

Prerequisites : 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.

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

### **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. This course also includes topics on trigonometry, parametric curves, the polar coordinate system, and complex numbers in polar form. 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 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, basic functions, exponential and logarithmic functions. conic sections, sequences and series, limits, continuity, horizontal and vertical asymptotes, zeroes and holes of rational functions, the concept of rate of change, parametric and polar functions, Technology will play a large part in this course, especially hand-held graphing calculators. This honors course is intended for the student of high mathematical ability and interest. 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 AB (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 AB** (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 AB** (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.

*Prerequisites: Algebra II*

**Integrated Math IV AB** (1.0 credit)

AZ02061

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.

*Prerequisites: Geometry & Algebra 2*

**Advanced Algebra with Financial Applications**

**AB** (1.0 credit)

AZ02069

This course is a non-linear, full credit advanced course incorporating real world applications, collaboration, and calculations using technology, power point and excel. Students will learn how to set financial goals and plan, understand credit, savings, investing and managing debt through projects, interviews, simulations, activities and more.

*Prerequisite : Algebra I*



# Science

## ***Kindergarten – 5<sup>th</sup> 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.](#)

<b>Strand</b>	<b>Concept</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1 Inquiry Process</b>	1 - Observations, Questions and Hypotheses						
	2 – Scientific Testing (Investigation and Modelling)						
	3 – Analysis and Conclusions						
	4 - Communication						
<b>2 History and Nature of Science</b>	1- History of Science as a Human Endeavor						
	2 – Nature of Scientific Knowledge						
<b>3 Science in Personal and Social Perspectives</b>	1 – Changes in Environment						
	2 - Science and Technology in Society						
	3 – Human Population Characteristics (HS)						
<b>4 Life Science</b>	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)						
<b>5 Physical Science</b>	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)						
<b>6 Earth and Space Science</b>	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

## ***6<sup>th</sup> – 8<sup>th</sup> grade***

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	2 – Scientific Testing (Investigation and Modelling)			
	3 – Analysis and Conclusions			
	4 - Communication			
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	2 – Nature of Scientific Knowledge			
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<b>5 Physical Science</b>	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)			
<b>6 Earth and Space Science</b>	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

## **9<sup>th</sup> – 12<sup>th</sup> grade**

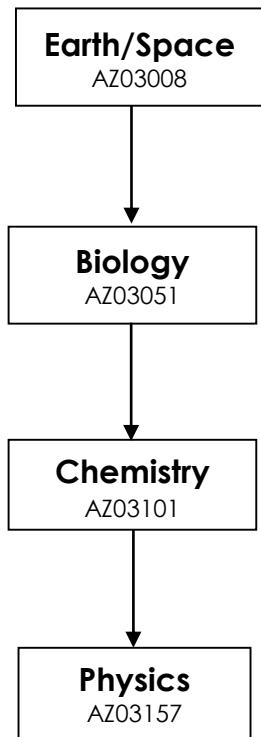
Science instruction should involve students actively using scientific processes to understand course content and make connections to real life and related areas of study. In meeting the goal of the standards students are exposed to the six strands (Inquiry Process, History and Nature of Science, Science 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.](#)

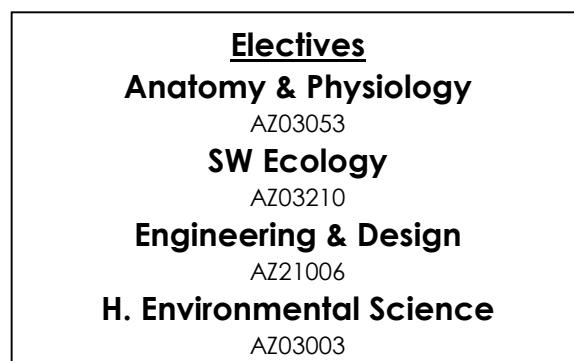
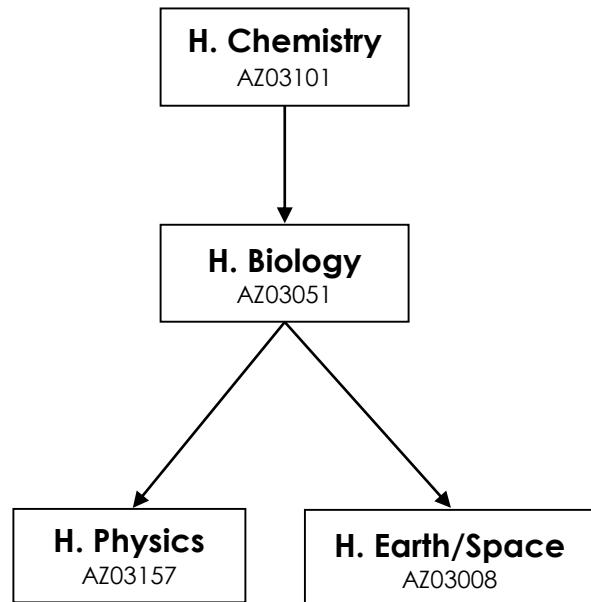
<b>Strand</b>	<b>Concept</b>
<b>1 Inquiry Process</b>	1 - Observations, Questions and Hypotheses
	2 – Scientific Testing (Investigation and Modelling)
	3 – Analysis and Conclusions
	4 - Communication
<b>2 History and Nature of Science</b>	1- History of Science as a Human Endeavor
	2 – Nature of Scientific Knowledge
<b>3 Science in Personal and Social Perspectives</b>	1 – Changes in Environment
	2 - Science and Technology in Society
	3 – Human Population Characteristics (HS)
<b>4 Life Science</b>	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)
<b>5 Physical Science</b>	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)
<b>6 Earth and Space Science</b>	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



## **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

*Note: Students may have already completed this course in middle school. Refer to transcripts prior to scheduling.*

## **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.

*Note: Students may have already completed this course in middle school. Refer to transcripts prior to scheduling.*

## **Biology A & B** (1.0 Credit)

AZ03051

Biology is the study of the structure of organisms and how they function. Major topics of this course include the nature of science, biochemistry, cell biology, heredity, evolution,

and ecology. Body systems are integrated throughout the curriculum. This course is designed with a focus on interactive lectures, note-taking, laboratory exercises, and classroom discussions with applications to everyday life experiences. The scientific method and foundational chemistry facts are presented to assist students in the study of biology. Opportunities are provided for students to conduct investigations and make connections between biological concepts and their own life experiences. 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

Honors Biology is a more rigorous course that 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

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

Honors Chemistry 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.*

**Physics A&B** (1.0 credit)

AZ03157

Understanding mathematics is an important part of learning physics. 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. 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*

**Southwest Ecology** (.5 credit)

AZ03210

This course is the study of the common plants and animals of the Southwest including their distribution, adaptation, behavior, and ecology. Introduction to basic field and laboratory techniques used in the study of natural history. Specific field problems presented dealing with plant and animal analysis and ecological interrelationships. Field trips are encouraged.

**Honors Environmental Science A&B**

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

*Prerequisite: 3 years of lab science.*

**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*

**Engineering Design (0.5 credit)**

AZ21006

By the end of grade twelve, 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*



# Social Studies

## Kindergarten-5<sup>th</sup> grade

Social Studies combines history, geography, economics, current events and citizenship with the social emotional competencies.

To view the K-5 Social studies standards, [click here](#).  
To view the Social Emotional standards, [click here](#).

## Key Concepts

<b>Kindergarten</b>	History strands introduce the concept of exploration as a means of discovery and a way of exchanging ideas, goods, and culture. Important presidents and symbols of our country are also introduced.
<b>1<sup>st</sup> grade</b>	History strands introduce the concept that settlement enabled cultures and civilizations to develop in different places around the world, advancing their own and later civilizations. North America and Egypt are introduced as examples. Exploration is revisited by introducing the impact of interaction between Native Americans and Europeans during the period of colonization
<b>2<sup>nd</sup> grade</b>	History strands introduce how the United States became a nation. The impact of exploration is revisited through the introduction of western expansion of the New Nation. The development of cultures and civilizations and their contributions are expanded into the continent of Asia
<b>3<sup>rd</sup> grade</b>	History strands introduce the reasons for and effects of the exploration of North America to provide a foundation for further study in fourth and fifth grades. The idea of freedom is explored through the study of our nation from the Civil War through late 19th and early 20th century immigration. The development of cultures and civilizations and their contributions are expanded through the introduction of ancient Greece and Rome.
<b>4<sup>th</sup> grade</b>	History strands emphasize the history of Arizona and the Southwest from its earliest civilizations to modern times. Early civilizations in Central and South America and their encounters with Europeans, as well as events in the Middle Ages which spurred exploration of the New World, are also studied to provide the historical foundation for the exploration and settlement of the Southwest.
<b>5<sup>th</sup> grade</b>	History strands emphasize American history from the earliest Native American cultures to the Civil War. The issues of exploration and rebellion as they occurred throughout the world are also studied in more depth.



# Social Studies

## 6<sup>th</sup> – 8<sup>th</sup> grade

The National Curriculum Standards for Social Studies includes Essential Social Studies Skills and Strategies in which 18 of those are in literacy. There are ten themes that run through the social studies standards.

To view the 6-8 Social studies standards, [click here](#).

Key Concepts	
<b>6<sup>th</sup> grade</b>	History strands emphasize World history from its earliest cultures through Enlightenment, including the early cultures of America. It includes world governments, geography, economics and current events
<b>7<sup>th</sup> grade</b>	History strands focus on American History through the Civil War through the Great Depression. They also study the impact of the Industrial Revolution and imperialism on world events. Students will learn about politics, government and the responsibilities of good citizenship. Grades 7 and 8 students learn about the foundations and institutional practices of the US as a representative democracy and constitutional republic
<b>8<sup>th</sup> grade</b>	History strands emphasize the historical foundations and democratic principles that framed our Constitution and led to our form of democracy. The history of World War II to the contemporary world is studied. Grades 7 and 8 students learn about the foundations and institutional practices of the US as a representative democracy and constitutional republic



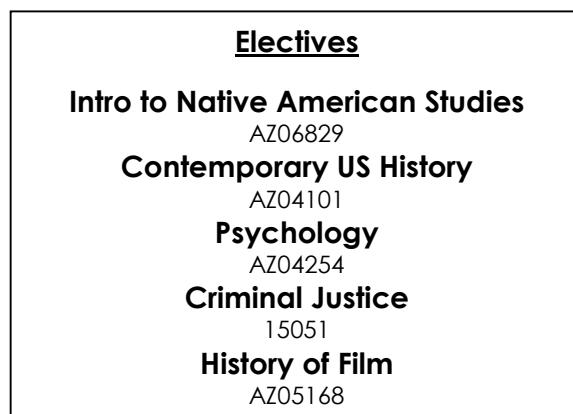
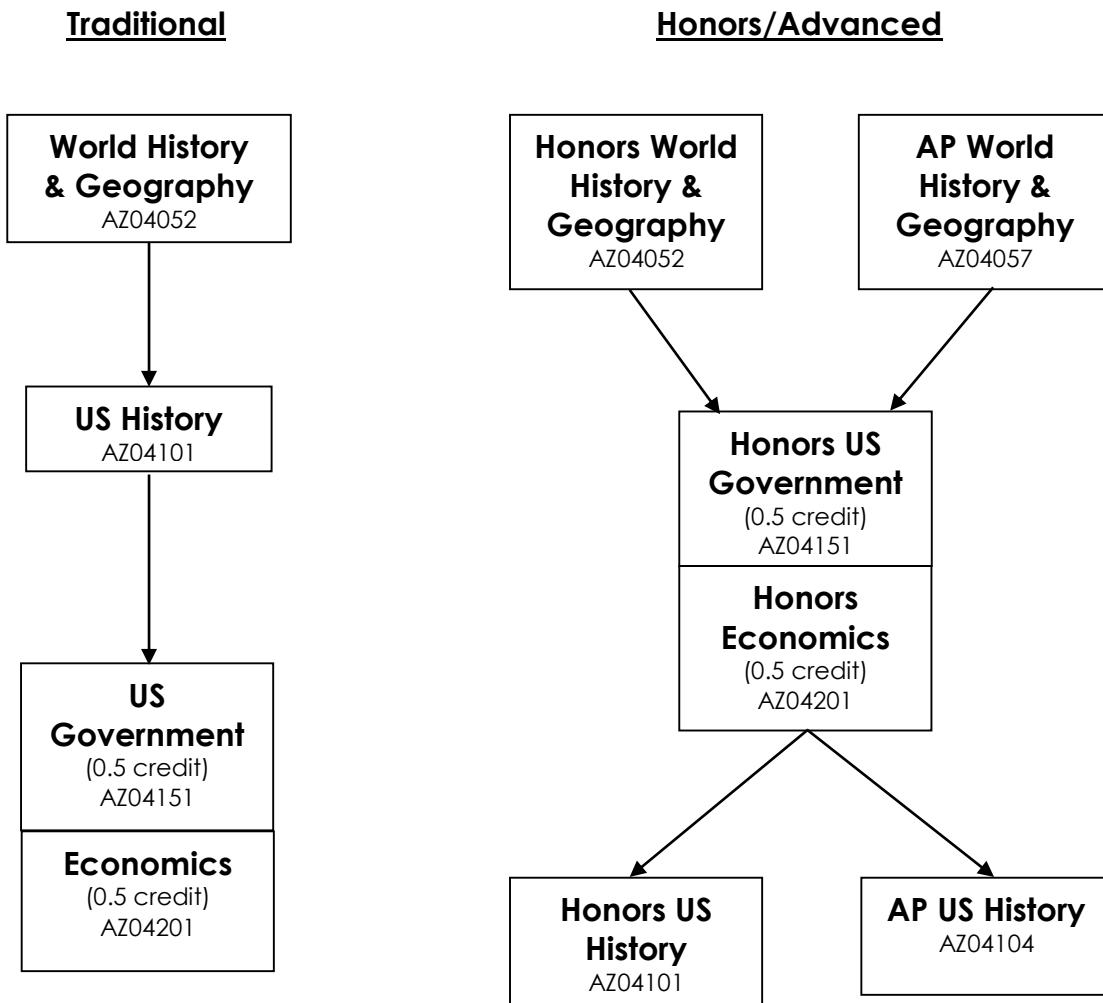
# Social Studies

## 9<sup>th</sup> – 12<sup>th</sup> 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



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

AZ04052

A study of world history is integral for students to 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 will teach skills necessary to evaluate primary and secondary sources. 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.

**Honors World History & Geography A & B**

(1.0 credit)

AZ04052

Students will be expected to have achieved proficiency in some of the skills necessary to analyze social, political, and historical problems. Through research and the writing of major essays, they 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 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

AP World History 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

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

AZ04102

With an emphasis on the 20th century, the overriding goal of this course is to give students the opportunity to understand how the current domestic and international status of the U.S. developed. 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.

**Honors 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 English- 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: Director approval

**AP United States 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 English- 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*

### **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

The goal of the civics strand is to develop a requisite knowledge and skills for informed, responsible, participation in public life. Students will understand the essentials, source, and history of the constitutions of the US and Arizona. They will understand the importance of each person as an individual with human and civil rights. They will study politics, government, and the responsibilities of good citizenship. This course fulfills graduation requirements. This course fulfills AZ university requirements.

### **Honors US Government (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*

## **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.

## **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.

## **History of Film (0.5 credit)**

AZ05168

This film class 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.

## **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.

## **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

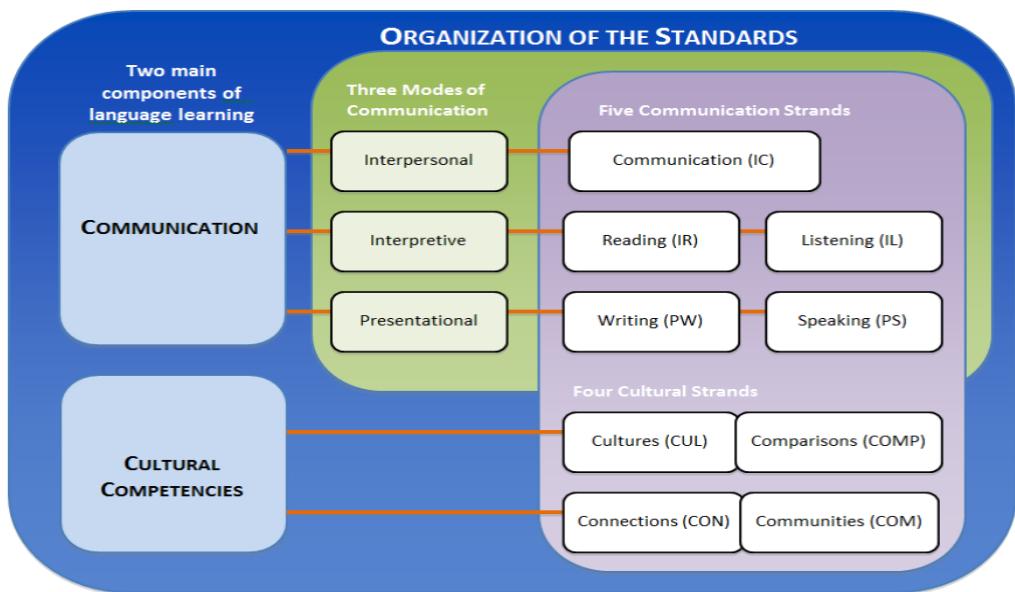
This course will provide the systematic and scientific study of behavior and mental processes of human beings and other animals. Equip yourself with knowledge of human behavior, fears, emotions, and why we do what we do. This course gives students insight into the nature of human behavior by studying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



# World Languages

## 9<sup>th</sup> – 12<sup>th</sup> 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 21<sup>st</sup> 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.



**Chinese I (1.0 credit)**

AZ06401

*Huanying ni!* In this course students will develop a thorough grounding in the basics of Chinese. Students will be learning the "Standard Mandarin" dialect of Chinese, also known as Hanyu or Putonghua. Mandarin is the official Chinese spoken language used by the People's Republic of China, the Republic of China (Taiwan) and Singapore. Chinese is a demanding language and this is a very demanding course. In this course, students will not find an approach to Chinese that suggests that their key task is to memorize a large set of words and grammar rules. Rather, students will be challenged through a series of games, puzzles, and carefully designed instruction.

Grammar and vocabulary will still be taught, but based on a system of immersion. This means students will have the opportunity to intuit and guess certain meanings and the usage, much like someone who lives in a foreign country and must learn by careful listening and practice. Grammar lessons appear to help support concepts students have been exposed to from games, dialogues and stories. This course fulfills AZ university requirements.

**Chinese II (1.0 credit)**

AZ06402

Students will continue on a language journey that will introduce new and interesting places as students learn to speak, read and write Chinese. Your learning 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 communication with skill building in speaking, listening, reading, and writing. Students are 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 incorporating 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 you 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 communication with skill building in speaking, listening, reading, and writing. Students are 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 incorporating 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 you will continue 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 actually producing the language. This course fulfills AZ university requirements.

*Prerequisite: German I*

**Latin I (1.0 credit)**

AZ06301

In this course, students will be learning the language of the ancient Romans. Students will explore Latin through puzzles, songs, lectures, vocabulary sets, and more. The Romans developed an interesting and structured language that became the root of all of the Romance languages, including French, Spanish, Portuguese, Romanian, and Italian. Students will be learning about the culture of ancient Rome, comparing and contrasting things in Roman society with our society. This course fulfills AZ university requirements.

**Latin II (1.0 credit)**

AZ06302

In this course you 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 by actually producing the language. This course fulfills AZ university requirements.

*Prerequisite: Latin I*

**Spanish I (1.0 credit)**

AZ06101

This is a beginning course in communication with skill building in speaking, listening, reading, and writing. Students are 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 incorporating 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 you 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 by actually producing the language. This course fulfills AZ university requirements.

*Prerequisite: Spanish I*



# **Fine Arts/Visual Arts**

## **Kindergarten – 12<sup>th</sup> 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. Courses offered range within the disciplines of Performing and Visual Arts. Students in grades K-12 experience and create as they progress through the programs of dance (ballet, jazz, modern, hip-hop and lyrical dance), 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.

Art programs are integrated into the daily schedule just as athletic programs to provide students with stimulation around the Arts. Years of research shows that Art is 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](https://www.edutopia.org/article/why-art-matters)).



## **K-8 Courses**

### **General Art** (1 quarter)

Students in this class will complete projects in cartooning, drawing, and painting. Art history, principles of design, and elements of design will be incorporated into the various projects.

### **3-D Art** (1 quarter)

Students in this class will create projects in sculpture, and pottery. Art history, principles of design, and elements of design will be incorporated into the various projects.

### **Beginning Ballet** (Full year)

A basic class that introduces the student to the elementary positions of classical ballet. Classes are slow and thorough to ensure proper alignment and understanding.

### **Intermediate Ballet** (Full year)

An extension of the Beginning class for students who are comfortable and can move easily through the barre and center.

### **Advanced Ballet** (Full year)

A more involved class than Intermediate class for students with secure technique and the capacity to keep up in a fast-paced class.

### **Beginning Theater** (Full year)

This is a beginning class that will start the student on a study course 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 toward a stage performance.

### **Intermediate Theater** (Full year)

This is an intermediate class that will continue the student on a study course of voice, theater, and stage production. Students in this class will perform at assemblies and work toward a stage performance. Students in this class will show more determination and presence on stage. Students will be expected to coach other students, perform in solos, and promote the Theater Arts program.

### **Advanced Theater** (Full year)

This is an advanced class that will continue the student on a master study of voice, theater, theater, and stage production. Students in this class will perform at assemblies and work toward a stage performance. Students in this class will show more determination and presence on stage, use of props, and vocal commands regarding theater.

### **Beginning Dance** (Full Year)

This is a beginning dance class that will teach hip-hop, lyrical, jazz, military, and modern dance steps. Students are expected to dress out in appropriate dance attire for this class. Students will perform dance routines at assemblies.

### **Intermediate Dance** (Full Year)

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

### **Advanced Dance** (Full Year)

This is an advance dance program that specializes in hip-hop, lyrical, jazz, military, and modern dance steps. Students will perform at assemblies and competition. This class is designed for students who want to train in the art of dance.

### **Beginning Music** (Full Year)

This is a beginning class that teaches vocal sounds through song and poetry. Students will perform at assemblies and work toward performing at recitals.

### **Intermediate Music** (Full Year)

This is an intermediate class that teaches vocal sounds through song and poetry. Students will perform at assemblies and work toward and perform at recitals. Students should be mastering vocal sounds to progress towards solo performances.

### **Advanced Music (Full Year)**

This is an advanced class 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.

### **Media/TV Production (1 quarter)**

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.

## **High School Courses**

### **General Art (0.5 Credit)**

AZ05199

Students in this class will complete projects in cartooning, drawing, painting, and ceramics. Art history, principles of design, and elements of design will be incorporated into the various projects.

### **3-D Art (0.5 credit)**

AZ05199

Students in this class will create projects in sculpture, and pottery. Art history, principles of design, and elements of design will be incorporated into the various projects.

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

This course provides new artist and intermediate artist an opportunity to refine their pencil and charcoal techniques. Class offers exploration of techniques that sharpen observational skills and hues value while drawing from objects that are black and white and measuring, proportion and value with quick gestures. 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)**

This course provides students, at all skill levels, who enjoy painting with various mediums the opportunity to explore painting. This courses include a variety of techniques for acrylics, water color, pastels, and oils. Beginning and Intermediate students learn about perspective, design and color. Master the art of new and contemporize brush strokes and color mixing.

### **Art III A&B (Design) (0.5 credit)**

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.

### **Art IV A&B (Stage Crafts and Theater Art)**

(0.5 credit)

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 in the course of the school year. Student's grades are dependent upon team work and creativity while supporting the actual production during scenes.

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

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.

### **Computer Foundations (0.5 credit)**

AZ12005

This course is an introduction to the fundamentals of how to use personal computers. The primary focus will be on learning beginning keyboarding skills with a goal of touch-typing and learning basic word

processing skills. Students will create and evaluate multimedia presentations using PowerPoint. Basic issues regarding the use of current technology, including Internet safety and "netiquette" will be discussed. The course will also explore technology in the workplace by using Microsoft Office Products (Word, Excel, PowerPoint, and Publisher) for educational and business purposes.

### **Advanced Computer Applications** (0.5 credit)

AZ10004

This course is an introduction to the fundamentals of how to use personal computers. The primary focus will be on learning beginning keyboarding skills with a goal of touch-typing and learning basic word processing skills. Students will create and evaluate multimedia presentations using PowerPoint. Basic issues regarding the use of current technology, including Internet safety and "netiquette" will be discussed. 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 Theater** (0.5 credit)

AZ05054

This is a beginning class that will start the student on a study course 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 toward a stage performance.

\*Availability of this class may vary between schools.

### **Intermediate Theater** (0.5 credit)

AZ05053

This is an intermediate class that will continue the student on a study course of voice, theater, and stage production. Students in this class will perform at assemblies and work toward a stage performance. Students in this class will show more determination and presence on stage. Students will be expected to coach other students, perform in solos, and promote the Theater Arts program. \*Availability of this class may vary between schools.

### **Advanced Theater** (0.5 credit)

AZ05055

This is an advance dance program that specializes in hip-hop, lyrical, jazz, military, and modern dance steps. Students will perform at assemblies and competition. This class is designed for students who want to train in the art of dance.

### **Beginning Music** (0.5 credit)

AZ05110

This is a beginning class that teaches vocal sounds through song and poetry. Students will perform at assemblies and work toward performing at recitals.

### **Intermediate Music** (0.5 credit)

AZ05111

This is an intermediate class that teaches vocal sounds through song and poetry. Students will perform at assemblies and work toward and perform at recitals. Students should be mastering vocal sounds to progress towards solo performances.

### **Advanced Music** (0.5 credit)

AZ05112

This is an advanced class 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.

### **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.

**Beginning Ballet** (0.5 credit)

AZ05049

A basic class that 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

An extension of the Beginning class for students who are comfortable and can move easily through the barre and center.

**Advanced Ballet** (0.5 credit)

AZ05002

A more involved class than Intermediate class for students with secure technique and the capacity to keep up in a fast-paced class.

**Beginning Dance** (0.5 credit)

AZ05004

This is a beginning dance class that will teach hip-hop, lyrical, jazz, military, and modern dance steps. Students are expected to dress out in appropriate dance attire for this class. Students will perform dance routines at assemblies.

**Intermediate Dance** (0.5 credit)

AZ05001

This is a beginning dance class that will teach hip-hop, lyrical, jazz, military, and modern dance steps. Students are expected to dress

out in appropriate dance attire for this class.

Students will perform dance routines at assemblies.

**Advanced Dance** (0.5 credit)

AZ05005

This is an advance dance program that specializes in hip-hop, lyrical, jazz, military, and modern dance steps. Students will perform at assemblies and competition. This class is designed for students who want to train in the art of dance.

**Publication** (0.5 credit)

AZ11104

Students in the publications class learn copywriting, photographic layout, and design skills involved in the production of school publications.

**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.

\*Availability of this class may vary between schools.

**Student Council** (0.5 credit)

AZ04161

As elected representatives or officers, 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 different types of leadership, as well as their benefits and hazards.



# Elective Courses

## **Computer Foundations I** (0.5 credit)

This course is an introduction to the fundamentals of how to use personal computers. The primary focus will be on learning beginning keyboarding skills with a goal of touch-typing and learning basic word processing skills. Basic issues regarding the use of current technology, including Internet safety and "netiquette" will be discussed.

## **Computer Foundations II** (0.5 credit)

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.

## **Leadership** (0.5 credit)

Grades: 5<sup>th</sup>-8<sup>th</sup>

This course is designed to develop leadership, problem-solving and positive character skills for lifelong service and citizenship. Activities are based on The 7 Habits, social/emotional competencies, and college and career plans.

## **Robotics** (0.5 credit)

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.

## **Publications** (0.5 credit)

Students in the publications class learn copywriting, photographic layout, and design skills involved in the production of school publications

## **K-2 Technology** (0.5 credit)

K-2 Technology is an introduction to the fundamentals of how to use personal computers and includes the AZ Educational Technology Standards. The primary focus is beginning keyboarding skills with a goal of touch-typing, word processing skills, internet safety and "netiquette" will be discussed.

## **3-5 Technology** (0.5 credit)

Grades: 3<sup>rd</sup>-5<sup>th</sup> grade

This program series is an introduction to the basics of coding, technology and design using Java, Game Design and/or Minecraft.

## **Technology 1** (0.5 credit)

Grades : 6<sup>th</sup> – 8<sup>th</sup> grade

Microsoft Word processing. This course will use word processing software to create, name and manage files, edit text, format, apply themes and styles, create and modify tables, apply desktop publishing features, and print a variety of types of documents.

## **Technology II** (0.5 credit)

Grades : 6<sup>th</sup> – 8<sup>th</sup> grade

Microsoft- Desktop Presentation PowerPoint Use of PowerPoint to produce quality presentation visuals with animation and sound.

**Technology III** (0.5 credit)

Grades : 6<sup>th</sup> – 8<sup>th</sup> grade

*Microsoft Publisher*

Introduction to publishing and design. Students will learn to create publications using a template or from scratch, use building blocks such as Page Parts to create pages, use the Backstage View to manage information about files, add text and images to a publication, and create a layout.

**Technology IV** (0.5 credit)

Grades: 6<sup>th</sup> – 8<sup>th</sup> grade

*Microsoft Access- Database Management*

Introduction to the basic elements, exploration of additional components and common database management problems related to the Microsoft Access program.

**Technology V** (0.5 credit)

Grades: 6<sup>th</sup> – 8<sup>th</sup> grade

*Microsoft Excel Level 1*

Beginning computer spreadsheet skills for solving business problems using Excel, including calculations, forecasting, and projections.

**Technology VI** (0.5 credit)

Grades: 6<sup>th</sup> – 8<sup>th</sup> grade

*Microsoft Excel Level 2*

Intermediate spreadsheet skills for solving business problems using Excel, including calculations, forecasting, and projections.



# **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

Secondary CTE courses provide general labor market preparation, teaching general employment skills-- such as introductory typing or word processing, industrial arts, career education, and applied academic skills--rather than preparing students for paid employment in a specific occupation. Finally, consumer and homemaking education courses, unlike occupational home economics courses, prepare students for unpaid employment in the home.

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. For instance, educators have been called upon to integrate academic and vocational education.

**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.

**Military Leadership IA & B** (1.0 credit)

AZ09004

This course is an introduction to responsible citizenship and discipline designed to provide the student with a broad overview of leadership, development of self-confidence, role of a leader, teamwork and basic communication skills.

**Management and Organizational Leadership I** (0.5 credit)

AZ22101

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.

**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.

**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.

**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.

**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.

**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. \*Availability of this class may vary between schools.

# **Appendix**

- A. Independent Study Form
- B. Test Out for Credit
- C. Intent to Graduate Early
- D. Statement of Requirements for Completion of Coursework



Appendix A  
**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.



## **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.*



Appendix B  
**TEST OUT FOR CREDIT FORM**

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.*