PATHWAYS IN EDUCATION-ILLINOIS
STUDENT HANDBOOK



PATHWAYS IN EDUCATION ILLINOIS

Student Handbook

2026-2027

2026-2027 School Year

Dear Student:

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

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

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

Sincerely,

Matthew Wienclawski
Principal
Pathways In Education–Illinois

Kristi Duenas
Associate Superintendent
Pathways In Education

John Alessi
Assistant Principal- Ashburn

Wendy Gillespie
Senior Director of Schools
Pathways In Education

Miles Wieting
Assistant Principal- Avondale

Emily Oliver
Assistant Principal- Brighton Park

Rob Cummins
Assistant Principal- Humboldt Park

Brittany Barsevick
Manager of Instructional Compliance

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Section I: Introduction

About the Student Handbook

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

History of the Program

Pathways In Education is a national, free, non-profit, public benefit corporation specializing in developing and implementing programs that expand educational opportunities for public school students.

Description of the Program

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

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

- *Open Entry* – A student can enroll virtually any weekday of the regular school year. No need to wait for a class or semester to start. After completing all registration paperwork, all students will sit for a mandatory orientation with school staff prior to officially beginning the program.
- *Continuous Learning* – Pathways In Education operates year-round, allowing students to continue at their own pace.
- *Flexible Self-Paced Rate of Learning* – Students attend school between 8:00 - 11:30 or 12:30 - 4:00. During that time they have appointments with their teachers for individualized support. Because of the flexible scheduling options, students can still attend to family and work commitments wile attending school.
- *Criterion-Based Learning* – Learning is focused on the specific skills needed to achieve maximum advancement in minimum time.
- *Subject Matter Concentration* – Enrollment in two to three courses at a time allows for greater in-depth learning and results in less confusion.

Vision Statement

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

Mission Statement

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

Anti-Discrimination Policy

Pathways In Education Schools do not discriminate against any person on the basis of gender, gender identity, gender expression, race, color, religion, disability, and/or any other status protected by law, including immigration status, in any of its policies, procedures, or practices in compliance with, but not limited to, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, section 505 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, 34 CFR Section 104.4(b)(3), and the ADA Amendments Act of 2008.

Core Values

Mutual Trust Mutual Respect Compassion Integrity Resilience

Expected Student Outcomes (ESOs)

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

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

Upon graduation, Pathways In Education students are expected to be lifelong learners in the 21st century. To that end, the program seeks to teach students how to be

Responsible Learners

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

Independent Achievers

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

Good Citizens

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

Good Communicators

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

Methods of Measuring Student Progress

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

- ❖ Weekly review of work
- ❖ Oral and written tests
- ❖ Portfolios of student work product
- ❖ Teacher observation
- ❖ State-mandated assessment testing
- ❖ Student demonstrations
- ❖ Student grades
- ❖ Academic Growth assessment (STAR)

Section II: General Information

Age of Enrollment

Pathways In Education may only enroll students who are between the ages of 16 and 21. Students ages 14 and 15 must go through an approval process through CPS. If the district approves the transfer, the network transition specialist will have three check-ins during the student's first 15 weeks. These meetings are to ensure that the student;s transition is smooth and that they are successful in the setting. Students who enroll must be able to earn the required credits prior to the semester of their 22nd birthday.[1]

Grading System

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

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

Credit

Students earn credit by completing the coursework based on the material covered and learned in relation to the Carnegie Standard. Credits may be earned for grades "A" to "C" in all courses (grades 9-12). The school may accept transfer credits for grades "A" to "D" in applicable courses only from schools that have current accreditation. Standard credit is 0.5 units for each semester course passed. Since students have the flexibility to work at their own pace, they may require more or less time than the average 60 hours to complete the expected 5 units (0.5 credits) per learning period while enrolled.

Grade Level Classification (Grades 9-12)

All students are expected to attend high school for eight semesters; however, if students work at an accelerated pace and complete the necessary course credit requirements, they may graduate early. Classification may be reviewed each semester.

1. These requirements are in effect unless changed or modified by the State of Illinois.

Students are classified as follows:

Grade 9 (Freshman)	0–6	Credits earned
Grade 10 (Sophomore)	6.1-12	Credits earned
Grade 11 (Junior)	12.1-18	Credits earned
Grade 12 (Senior)	18.1–24+	Credits earned

Withdrawal Credits

Pathways In Education is unable to award withdrawal credits for courses partially completed at a previous school and not already recorded on the previous school's transcript.

Repeating Courses

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

Special Populations

Students with Disabilities. Pathways In Education adheres to all applicable state and federal laws relating to the identification, referral, and provision of services for students identified as individuals with disabilities pursuant to the Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act. Students with disabilities may be eligible to receive Special Education services. Special Education services ensure that the unique needs of students with disabilities are met. The core purpose of Special Education services is to provide specially designed instruction and intervention to students with disabilities, as well as give them access to the same educational programs and/or activities that are available to their non-disabled peers.

English Learners. English Language Learners (ELL) are students with a first language or primary language other than English whose level of oral, reading, listening, and written proficiency in English does not allow them to fully access the curriculum and creates difficulty in regular classroom curriculum without specially designed accommodations or instruction. ELL students have not yet met the definition of fluent English proficient (FEP). If the inability to understand, speak, read, or write the English language excludes a student from effective participation in the educational programs offered by the school, the school shall take appropriate action to rectify the English language deficiency in order to provide the student equal access and participation in its programs. The school shall develop and periodically update a local plan for providing ESL services for students whose native or dominant language is not English. The plan for implementation of appropriate instruction and ESL services for students who have limited English proficiency shall be in accordance with the current rules, regulations, and minimum standards of the State Board of Education and federal law.

Homeless and Migrant Students. In accordance with Every Student Succeeds ACT (ESSA), educational services will be provided for homeless or migrant students and temporary living situations. A homeless child (defined in ESSA) lacks fixed, regular, and adequate residence or has a primary

residence in a supervised publicly- or privately-operated shelter for temporary accommodations or a public or private place not designated for use as regular sleeping accommodations for humans. There is an STLS liason at each campus, students can ask teachers or the AP about more information.

McKinney-Vento Homeless Assistance Act

This federal legislation guarantees homeless children youth the following:

- The right to immediate enrollment in school, even if lacking paperwork normally required for enrollment.
- The right to attend school in their school of origin (if this is requested by the parent or unaccompanied youth is feasible) or in the school in the attendance area where the family or youth is currently residing.
- The right to receive transportation to their school of origin, if this is requested by the parent or unaccompanied youth.
- The right to services comparable to those received by housed schoolmates, including transportation and supplemental educational services.
- The right to attend school along with children not experiencing homelessness. Segregation based on a student's status as homeless is strictly prohibited.
- The posting of homeless students' rights in all schools and other places around the community.

The term "homeless children and youths" - means individuals who lack a fixed, regular and adequate nighttime residence and includes:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting formal care placement.
- Children and youths who have a primary nighttime residence that is a public or private place not designed or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youths who are living in cars, parks, public spaces or abandoned buildings; substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because the children are living in circumstances described above.
- The term "homeless children and youths" - means individuals who lack a fixed, regular and adequate nighttime residence and includes:

Per the McKinney-Vento Homeless Assistance Act (42 U.S.C § 11431-11435), PIE-Illinois provides homeless students with equal access to free and appropriate education and support services necessary to meet the same academic standards as all other students. Students experiencing homelessness are advised to contact the Students in Temporary Living Situations (STLS) liaison,

Korine Florito, at korineflorito@pathwaysedu.org to access referrals to locally available services. Additionally, please visit https://www.cps.edu/services-and-supports/crisis-support/students-in-temporary-living-situations/ for more information about PIE-Illinois' homeless student program.

Attendance/Truancy/Assigned Activities

The State of Illinois mandates that students attend school regularly, and Pathways In Education wants to provide a successful alternative to traditional high schools. Academic and social successes are significantly related to regular instruction, and it is expected that parents and students will assume responsibility for regular school attendance. Pathways In Education allows parents and students the flexibility to attend school in person and complete learning activities at home. Students are required to attend school in person 5 days a week for a minimum of four hours a day, as well as complete a minimum of one hour of coursework off campus each day, or as specified in their Individualized Learning Plan (ILP). If the student fails to meet these attendance requirements, they may be considered as voluntarily withdrawing themselves from the program.

Disclosure of Information

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

In addition, Pathways In Education periodically provides information to parents regarding their children's school performance, including information pertaining to students who have reached age 18. Students age 18 years or older may opt out of such disclosure by filling out and providing Pathways In Education with a Parental Disclosure Opt Out Form, which is also available through a teacher.

2026-2027 Student Holidays

Weekends (Saturday and Sunday) and student holidays are not counted as school days.

Independence Day: July 3, 2026
Labor Day: September 7, 2026
Election Day: November 3, 2026
Thanksgiving Break: November 24-27, 2026
Winter Break: December 21, 2025- Jan 1, 2027
Dr. Martin Luther King, Jr. Day: Jan. 18, 2027
Presidents' Day: February 15, 2027
Spring Break: March 22-26, 2027
Memorial Day: May 31, 2027
President's Appreciation: June 14-25, 2027

Emergency or Weather Shutdown

In the event of severe weather conditions or other emergencies, Pathways In Education schools will follow CPS decisions on any school closings. Parents/guardians should listen to the radio, watch local TV stations, and contact the school directly. Pathways in Education will send updates, alerts via email and mail. Social media will also have important news posted weekly. Things such

as closures (etc.).

Internet Access Policy

The following Internet Access Policy ("Policy") must be read and signed by the student and the parent or legal guardian of the student during registration and prior to the student accessing or using the Pathways In Education Computer Network ("Network"). Network is further defined herein below.

Pathways In Education believes that the benefits to educators and students from access to the Internet, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. The purpose of this Policy is to ensure that Internet access using the Network will be appropriate and used only for educational purposes consistent with the acceptable standards of the school and community and in line with the school's educational mission and purpose. This Policy sets forth the terms and conditions of the license for you to use the Network. You are fully responsible for any use of the system under your assigned username or password by any person or entity. Parent(s) and guardian(s) of minors are ultimately responsible for setting and conveying the standards that their student(s) should follow. By signing this Internet Access Policy and/or using the Network, you and your parents or guardians agree to comply with all of the terms and conditions of this Policy. Any questions may be directed to the IT Help Desk at alltechsupport@alltechsi.com.

Computer Network/Internet Acceptable Use Regulations

The following terms, conditions and rules apply to all student access and use of the Network under this Policy including, but not limited to, internet access, Pathways In Education's online school program and student e-mail use:

1. ***Network.*** Pathways In Education–Illinois utilizes internet programs, computers, browsers, accounts, e-mail systems, and other technologies, including but not limited to sites and programs like Facebook® and Edmodo® to conduct school activities, provide information, and allow for student research, study and test-taking (hereinafter referred to as the "Network"). Any online accounts provided to student shall be for the exclusive of that student only. Students may not misrepresent themselves by using the Network under the guise, password, or name of another person or student. Students shall not reveal their passwords to anyone, violate anyone else's right to privacy, or reveal other person's names, personal addresses, phone numbers, or places of business. Any problems which may arise from the misuse of an owner's account will be the responsibility of the student on that account. Any misuse will result in the suspension of account privileges. Use of an account by someone other than the registered account holder may result in loss of Network access privileges. In addition, any abusive conduct or violation of the conditions of these administrative regulations may lead to further disciplinary actions.
2. ***Student Email Use.*** Pathways In Education–Illinois may provide students with access to the school e-mail system on the Network. All e-mail use by students on the Network will be conducted in a responsible, legal and ethical manner. Failure to do so may result in the loss of e-mail privileges for the user, disciplinary action, or

prosecution under federal or state law. Students and parents/guardians of students using the student e-mail system are responsible for the student's use of the e-mail system. All use of the e-mail system must be in support of education and research and must be consistent with academic actions of Pathways In Education–Illinois and will be under the supervision of Pathways In Education–Illinois school staff. Use of the e-mail for any illegal or commercial activities is prohibited. Students will use language that is considered appropriate, be polite, send information that other users will not find offensive and never reveal personal information about any user such as address, telephone number, credit card numbers, social security number, etc. Student is aware that Use of the school e-mail system is a PRIVILEGE, not a RIGHT; e-mail is not guaranteed to be private; violation of this Policy will result in the possible loss of e-mail privileges; and persons issued an e-mail account are responsible for its use at all times.

Before accessing the K-12 email, please be aware of and read the following websites. By signing the Policy, students, parents and guardians are acknowledging that they have read and understand the content of the websites listed below:

- https://www.netsmartz.org/Home
- https://www.nypl.org/help/about-nypl/legal-notices/internet-safety-tips

3. ***Federal/State Laws and Other Disruptive Behavior.*** Student shall not violate any federal, state or local criminal or civil laws and shall not use the Network for illegal purposes of any kind. Student shall not load, install, or disseminate copyrighted material or copyrighted software onto or through the Network, including but not limited to downloading or redistributing any software, games, music graphics, video, or text, unless authorized to do so by the copyright owner. Student should assume that information or resources available via the Network are private to the individuals and organizations which own or hold rights to those resources and information unless specifically stated otherwise by the owners or holders of rights. Student will not use the Network to access information or resources unless permission to do so has been granted by the owners or holders of rights to these resources or information. Student and student's parents/guardians shall be liable for violating any federal and state laws while using the Network and shall indemnify Pathways In Education–Illinois for such unpermitted use. Students shall conduct themselves according to accepted Network etiquette, and refrain from any illegal or substantially disruptive behavior. The use of obscene, vulgar, threatening, harassing, abusive, defamatory language, or other graphic communications, which creates a substantial risk of materially and substantially disrupting the Network or of creating liability for the schools, in either public or private messages, is expressly forbidden. The staff of Pathways In Education–Illinois will be the sole arbiter of what constitutes impermissible communication. Users shall immediately cease and desist activity upon request, pending resolution of any issues concerning messages in question. Students shall not infiltrate any sub-Networks connected to the Internet, violate anyone's right to privacy, disrupt the use of the Internet or any sub-Networks, or abuse, modify, or destroy any hardware or software used in accessing the Internet or any sub-Network. Student will not use the Network to interfere with or disrupt

network users, services, or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer worms and viruses, and using the network to make unauthorized entry to any other machine accessible via the Network. Student is prohibited from attempting to circumvent or subvert any system security measures. Student will print only to student's own local printer or to the printer designated by student's instructor or Pathways In Education–Illinois. Pathways In Education–Illinois will not be held responsible if student participates in any of the unpermitted activities, and student will be held solely liable for engaging in the above unpermitted activities.

4. ***Educational Use Only***. Student's use of the Network must be consistent with Pathways In Education–Illinois's primary educational goals. All information services and features contained on Pathways In Education–Illinois systems and Networks are intended for the private use of the Network account holders. Students shall not engage in any commercial "for profit" activity or advertising, extensive personal business, or other unauthorized use of the Network or materials contained therein.

5. ***Supervision***. Students and parents should be aware that the Internet, like television, telephone service, and other forms of mass media, provides access to information and people, representing many different countries, cultures, political/philosophical/moral/religious views and lifestyles. Students using Internet in the classroom shall be closely supervised by the teacher. The responsibility for supervision of students accessing or using the Network from home or anywhere else outside the classroom shall be that of their parent(s) or guardian(s). Just as parents need to monitor television and video viewing, radio listening, and reading materials, parents of students using the Network are responsible for supervising their child's use of the Network. Although great care will be taken to reduce the possibility of objectionable materials being accessible through the Network, it is impossible to guarantee that no student will ever be able to obtain access to materials considered objectionable by school and community standards. Therefore, students and their parents are ultimately responsible for the materials accessed through the use of student Network accounts.

6. ***Shared Resource***. The Network is a shared resource with finite capacities. Students should be considerate when transferring or storing large files on Network resources. Network users shall not engage in any use of the Network which disrupts other users or seriously degrades performances of the system and Network. Any use determined to be disruptive by the Network administrators will result in appropriate action taken against the user.

7. ***Right to Monitor Network Activity***. Pathways In Education–Illinois retains the right to monitor Network activity, review any material stored in files which are generally accessible to others, edit or remove any material which the Pathways In Education–Illinois staff, in its sole discretion, believes violates the above standards, and terminate the Network accounts of any persons violating the conditions set forth in this agreement.

8. ***Right to Amend Policy & Service Availability***. Pathways In Education–Illinois shall have the sole and exclusive right at any time, with or without notice, to alter or amend Policy,

or to otherwise change, modify, discontinue or amend (a) the terms and conditions applicable to your use of the Network; or (b) any aspect or feature of the Network, including, but not limited to, content, functionality, hours of availability, and hardware, telecommunication equipment, software, or services needed for access or use. Any use of the Network by you after any such changes, modifications, or additions shall continue to be governed by this Policy. The specific conditions and services that are offered under the Network may be changed from time to time at Pathways In Education–Illinois's sole discretion.

9. ***No Warranties.*** Pathways In Education–Illinois makes no warranties with respect to the network service, and it specifically assumes no responsibilities for: (i) the content of any advice or information received by a student from a source outside the school, or any costs or charges incurred as a result of seeing or accepting such advice; (ii) any costs, liability or damages caused by the way the student chooses to use their network access; and (iii) any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of the Network. Pathways In Education–Illinois makes no warranties with respect to availability of service or access to the Network.
10. ***Indemnification.*** By using the Network, I agree to defend, indemnify, and hold harmless Pathways In Education–Illinois from and against all claims and expenses, including attorneys' fees, arising out of the use of the Network by me or by anyone having access to the Network by means of my account.
11. ***Release of Liability.*** In consideration for the privilege of using the Network and in any consideration for having access to the information contained on it, students, parents and guardians agree to release the Pathways In Education–Illinois, the Network, its operators and administrators, and any institutions with which they are affiliated from any and all claims of any nature arising from their use, or inability to use, the Network.
12. ***Governing Law.*** This Consent and Waiver form and the Rules and Regulations shall, in all respects, be governed by the laws of the State of Illinois applicable to the agreements executed and wholly performed within the State of Illinois.
13. ***Attorneys' Fees.*** In the event any action is instituted by a party to enforce any of the terms and provisions of this Consent and Waiver form or the Rules and Regulations, the prevailing party in such action shall be entitled to such reasonable attorneys' fees, costs, and expenses as may be fixed by the court or trier of facts, whether or not such action is prosecuted to final judgment.

AI Guidance

Pathways in Education - Illinois believes that artificial intelligence (AI) is a powerful tool for education when used ethically and responsibly. As AI becomes an integral part of education and the workforce, Pathways in Education - Illinois is committed to preparing students for a future in which technology plays a central role. AI has the potential to enhance learning, foster creativity, and improve critical thinking skills when used responsibly. It can personalize learning experiences

and promote students' agency in driving their own learning. We encourage students to explore AI as a tool for growth, whether for research, problem-solving, language translation, or concept reinforcement. However, academic integrity remains paramount, and all students must ensure that their work reflects their own understanding and effort.

Students may use AI to supplement their learning, but it should never replace the development of their own skills and ideas. While AI-generated content can serve as a valuable resource, the use of AI to misrepresent one's knowledge such as generating essays, solving problems without comprehension, or submitting AI-created work as original, is considered academic dishonesty. It is a best practice that students cite the AI tool used and indicate which portions of the work were generated by AI. Teachers may require students to submit drafts, explain their work process, or engage in discussions to demonstrate their understanding. The misuse of AI, in a way that compromises academic integrity, will result in appropriate consequences in accordance with the school's academic policies.

Teachers and staff play a critical role in guiding students toward ethical AI use. Teachers will provide clear expectations regarding AI use for specific assignments and incorporate AI literacy into instruction to help students understand both its potential and its limitations.

This guidance will be reviewed annually to reflect advancements in AI and evolving best practices in education.

Section III: Student Behavior

Academic Honesty

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

Academic dishonesty includes but is not limited to the following:

- Cheating, defined as the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise. This includes, but is not limited to, copying from another student or knowingly allowing another to copy.
- Plagiarizing work, defined as the intentional or accidental appropriation of another's writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one's own written work. This definition includes electronic media such as the Internet.
- Counterfeit work, including turning in as one's own work that which was created, researched, or produced by another.
- Theft or the altering of grades, records (written or electronic) and/or teaching materials (written or electronic).

Any student found to have broken the academic honesty policy is subject to discipline as determined by Pathways In Education-Illinois at its sole discretion.

Behavior Expectations

Students are expected to conform to the customary rules of conduct and the normal modes of operation of the facility in which the school is located. They will also act in accordance with the following behavior expectations:

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

The teachers and staff of the school will be on hand at all times to monitor student behavior. If a problem arises, the teacher will contact the student's family and may request a parent-teacher conference to discuss the matter.

Dress Standard

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

- Any clothing or jewelry that depicts drugs, sex, alcohol, profanity, or racism, including

flags and guns.

- ❖ Sheer or revealing garments that are sexually inappropriate.
- ❖ Any clothing that has a disruptive influence on the learning environment.
- ❖ House slippers or shoes that are not appropriate footwear.
- ❖ Hats and bonnets should be removed upon entry into the school.
- ❖ Pants worn below waist level.

Accommodations will be made for headwear worn for cultural, religious, and medical purposes. The teachers and staff of the school will monitor student dress. Discretion will be used by the administration and will prevail in all instances. If a problem arises, the teacher or administrator may contact the student's family and/or request a parent-teacher conference to discuss the matter.

Code of Conduct

1. **Student Conduct Expectations**
2. **Bullying and Harassment Policy**
3. **Discipline Policy**

Pathways In Education will be open to all age-appropriate students without regard to race, ethnic background, disability, and/or religious affiliation, and will be tuition-free.

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

In order to maintain a positive climate for learning, Pathways In Education adheres to the CPS student code of conduct which can be accessed here: https://www.cps.edu/about/policies/student-code-of-conduct-policy/. Consequences for failing to comply with the code of conduct include suspension, expulsion, and possible criminal consequences if violent acts are committed on school property, at a school-sponsored function, or in a firearm-free zone.

Student Conduct Expectations

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

- ❖ Follow all written and verbal agreements.
- ❖ Follow Pathways In Education's written discipline policy.
- ❖ Be courteous and respectful to others.
- ❖ Respect the property of others.
- ❖ Be prepared to learn at all times.
- ❖ Smoking and/or vaping are not allowed in or near the school.
- ❖ All cellular phones are to be checked in upon arrival to school.

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

Bullying and Harassment Policy

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

Bullying is defined as a pattern of any one or more of the following:

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

Where the pattern of behavior provided above is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property or at a school-sponsored or school-related function, event or activity. The pattern of behavior as provided in 1-4 above must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

Bullying and harassment for any reason, including but not limited to race, sex, gender, national origin, ancestry, marital status, economic status, disability, sexual orientation, and religion, is a violation of both state and federal law. Verified harassers may face detention, loss of computer privileges, suspension, or expulsion. Disciplinary action will be determined by school administrators and Pathways In Education's Board of Trustees. Threats of any kind and hate crimes will be reported to local law enforcement officials. Harassers may also be subject to civil and criminal liability for any such unlawful behavior.

Pathways In Education will take measures against harassment both in and near the school campus. This includes any act that takes place on or immediately adjacent to school grounds, at any school-

sponsored activity, on school-provided transportation, use of the Internet system, use of a personal digital device on campus, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interference with the rights of students to be secure.

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

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

Victims of harassment or bullying are urged to inform a teacher or school administrator immediately. The teacher or school administrator will document the events and contact the appropriate parties to ensure that appropriate steps will be taken. Keeping quiet or ignoring the problem will not make it go away. Harassment may also be reported to PMG by calling the toll-free ***We Want to Know*** HOTLINE ® **(800) 990-8384**.

Discipline Policy

Due Process Statement

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

Definition of Expulsion

Expulsion shall be defined as the removal of a student from the student's regular school program or removed from attendance all together for one or more semesters. Expulsions must be approved by the Board of Trustees or designee(s).

Mandatory Expulsion

Unless the principal or designee(s) finds that expulsion is inappropriate due to particular circumstances, the principal or designee(s) shall expel a student for any of the actions identified as items #1, 2, 3, 4, or 5 under "Grounds for Suspension and Expulsion," or for assault or battery upon any school employee.

Definition of Suspension

Suspension shall be defined as the temporary removal of a student from the student's regular school program that may occur at the recommendation of the independent study teacher, assistant principal, or school employee and must be approved by the principal or designee(s).

Suspension and Expulsion Procedures

If a student is suspended, an informal meeting with parents/guardians will be convened to discuss the incident that led to the suspension and to develop a plan of action.

- ❖ Suspended students are not allowed to be on campus or attend any school-related activities during the period of suspension.

- ❖ Students of compulsory attendance age will be provided alternative instruction upon suspension. This instruction will be comparable to what the student would have received if they had attended school that day. In order to receive credit, students must submit the assignments to their teacher on the day of return to school upon the conclusion of the suspension period.

Immediate Suspension

A student shall be subject to immediate suspension if the principal or the principal's designee(s) determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel. The principal or designee(s) shall immediately suspend any student found at the school or at a school activity to have committed any of the actions identified as items #1, 2, 3, 4, or 14 under "Grounds for Suspension and Expulsion."

Suspensions shall be initiated according to the following procedures:

1. ***Informal Conference.*** Suspension shall be preceded by an informal conference conducted by the teacher, supervisor, or school employee who recommended the suspension, and the principal. At the conference, the student shall be informed of the reason for the recommended disciplinary action and the evidence against them; the student shall be given the opportunity to present their version and evidence in support of their defense.

   This conference may be omitted if the assistant principal/designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives their right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school.

2. ***Administrative Actions.*** All recommendations for student suspension by school staff are to be submitted in writing to the principal. All requests shall include the name of the student, the specific offense(s) committed by the student, the reason(s) for the suspension and the dates of the suspension.

   All recommendations for suspension of a student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 shall be subject to ALOP school administrative regulations for Suspension and Expulsion/Due Process (Students with Disabilities).

3. ***Notification of Law Enforcement Authorities.*** Prior to the suspension or expulsion of any student committing assault, the principal or designee(s) shall notify appropriate city law enforcement authorities.

   The principal or designee(s) also shall notify appropriate city or county law

enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms.

Within one school day after a student's suspension or expulsion, the principal or designee(s) shall notify appropriate city law enforcement authorities by telephone or other appropriate means of any student acts that may relate to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

4. ***Notice to Parents/Guardians.*** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a minor student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. If the student is over 18 years of age or legally emancipated, the student shall be notified in writing of the suspension. This is to ensure that all due process has been afforded to students and their families and to ensure all written documents comply with state and federal laws.

   In addition, written notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

5. ***Parent/Guardian Conference.*** Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matter.

   While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend.

6. ***Right to Appeal.*** Any parent, tutor, or legal guardian of a suspended pupil shall have the right to appeal to the superintendent, who shall conduct a hearing on the merits. The decision of the superintendent on the merits of the case, as well as the terms of the suspension, shall be final.

Authority to Expel

Any student found to have committed certain offenses listed under "Mandatory Expulsion" shall be expelled as required by law.

A student may also be considered for expulsion for any of the acts listed under "Grounds for Suspension and Expulsion" upon recommendation by the principal or an appointed hearing officer or administrative panel based on finding either or both of the following:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsions and Suspensions longer than 10 school days shall be initiated according to the following procedures:

1. ***Administrative Actions.*** All recommendations for student expulsion, or suspension beyond 10 school days, are to be submitted in writing to the principal or designee(s) by the principal. All recommendations shall include the name of the student, the specific offense(s) committed by the student, the reason(s) for the recommended expulsion and any other means of correction that were attempted but failed to bring about proper conduct.

   All the recommendations for expulsion of a student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 shall comply with provisions of the Individuals with Disabilities Education Act and/or Section 504 of the Federal Rehabilitation Act of 1973, outlined in "Students with Disabilities: Suspension and Expulsion Procedures."

2. ***Scheduling of Hearing.*** The student is entitled to a hearing to determine whether they should be expelled. The hearing shall be held within 10 school days after the principal or designee(s) determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred.

   The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the discretion of the principal or designee(s).

   If the principal or designee(s) finds it impractical to comply with these time requirements for conducting an expulsion hearing, the principal or designee(s) may, for good cause, extend the time period by an additional five school days, at which point the student will be permitted to return to school pending the hearing. Reasons for the extension shall be included as part of the record when the expulsion hearing is held. If a parent requests an extension, the student shall not be permitted to return until the hearing is completed.

   Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

3. ***Written Notice of The Hearing.*** The principal or designee(s) shall forward written notice of the hearing to the student and the student's parent/guardian at least 48 hours prior to the hearing.

   The notice shall include the following:

   a. The date and place of the hearing
   b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based

c. A copy of the school's disciplinary rules that relate to the alleged violation
d. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel
e. The right to inspect and obtain copies of all documents to be used at the hearing
f. The opportunity to confront and question all witnesses who testify at the hearing
g. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

4. ***Hearing.*** A hearing shall be conducted as follows:

   a. *Closed Session.* The principal or designee(s) shall conduct a hearing to consider the expulsion of the student in a session closed to the public.

   b. *Record of Hearing.* A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceeding can be made.

   c. *Presentation of Evidence.* While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the principal or designee(s) to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion."

      Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

      In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

   d. *Decision Within 10 Days.* The decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed, at which time the decision may be postponed for up to 24 hours.

Final Action by the Principal or Designee(s)

Whether the hearing is conducted in closed session by the principal or designee(s), a hearing officer or an administrative panel, the final action to expel shall be taken by the principal or designee(s) and brought before the Board of Trustees for their approval.

If the principal or designee(s) conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately. The principal or designee(s) shall place

the student in any classroom program, other instructional program, rehabilitation program, or any combination of such programs after consulting with school personnel, including the teacher(s) involved, and with the student's parent/guardian.

Upon ordering an expulsion, the principal or designee(s) shall set a date when the student shall be reviewed for readmission to Pathways. At the time of the expulsion order, the principal or designee(s) shall recommend a plan for the student's rehabilitation. All decisions will follow procedures outlined in the CPS SCC book.

Right to Appeal

The parent or guardian of a pupil may, within 10 days, appeal to the Board of Trustees to review the findings of the principal or designee(s). If requested, the Board of Trustees must review the findings and affirm, modify, or reverse the actions previously taken.

Maintenance of Records

The principal or designee(s) shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls, within five days of a written request by the admitting school.

The principal or designee(s) shall, within five working days, honor any other district's request for information about an expulsion from the school.

Readmission Procedures after Expulsion

Readmission procedures shall be as follows:

1. A written request for readmission shall be submitted by the parent/guardian to the principal or designee(s).
2. The principal or designee(s) shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the principal or designee(s) shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. If the readmission is granted, the principal or designee(s) shall notify the student and parent/guardian, by registered mail, of the principal or designee(s)'s decision regarding readmission.
4. If the readmission is denied, the principal or designee(s) shall provide written notice to the expelled student and parent/guardian describing the reason(s) for denying re-admittance into the regular program.

Grounds for Suspension and Expulsion

A student may be subject to suspension and/or expulsion when it is determined that they, while on or within view of the school, at a school-sponsored activity, or a participant in the school's online program:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or

willfully used force or violence upon another person, except in self-defense.

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
3. Possessed, used, sold, distributed or otherwise furnished, or was under the influence of, any controlled substance, alcoholic beverage, or intoxicant of any kind, including but not limited to inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, or any substances commonly referred to as "designer drugs."
4. Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing their own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from the principal with the Board of Directors or their designee's concurrence.
14. Committed or attempted to commit a sexual assault, or committed a sexual battery.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Made terrorist threats against school officials and/or school property. The making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime that will result in death, great bodily injury to another person, or property damage in excess of $1,000, with the specific intent that the statement is to be

taken as a threat, even if there is no intent of actually carrying it out.

17. Participated in discrimination or harassment based upon a student's or staff member's actual or perceived race, color, religion, creed, national origin, ethnicity, gender, sexual orientation, gender identity or expression, weight, or disability.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including but not limited to acts outlined in the Harassment section of this policy.
20. Committed an act of academic dishonesty (in coursework, on examinations, or in other academically related activities), which includes but is not limited to the following:
    a. Copying from another student or knowingly allowing another to copy
    b. Using unauthorized materials and/or technologies
    c. Plagiarizing work — the intentional or accidental appropriation of another's writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one's own written work — including electronic media such as the Internet
    d. Counterfeit work, including turning in as one's own work that was created, researched, or produced by another
    e. Theft or the altering of grades, records (written or electronic), and/or teaching materials (written or electronic).

Alternative Education Program

Pathways In Education commits to ensuring that all students receiving a suspension or expulsion will be provided alternative instruction sufficient in quality and quantity to comply with section 3214 of the Education Law and other applicable laws.

The school will provide an alternative education to students of compulsory attendance age.

Specifically, for a suspension of fewer than 10 days, Pathways In Education will ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of the suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of the suspension. Pathways In Education will also provide additional alternative instruction with reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional written instructions, phone assistance, computer instruction, and/or home visits and one-on-one tutoring.

For suspension of 10 days or longer, Pathways In Education will provide all of the above-referenced services, with greater emphasis on tutoring and home visits as is necessary. The services provided will be designed in order to ensure that the student is given the opportunity to master the curriculum

and take such assessment tests and measures as the school would otherwise provide.

For students expelled from Pathways In Education, the above-referenced services will be provided until the end of the school year or until the student is enrolled in another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence.

Students with Disabilities: Suspensions and Expulsion Procedures

Suspension

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion that apply to regular education students. All the procedural safeguards established by ALOP policies and regulations shall be observed in considering the suspension of students with disabilities.

If the student poses an immediate threat to the safety of themselves or others, the Board of Trustees or designee(s) may suspend the student for up to but not more than 10 consecutive school days. In the case of a dangerous student, suspension may exceed 10 consecutive school days, and/or the student's placement may be changed, if the parent/guardian so agrees or if a court order so provides.

If a student with a disability possesses at school or at a school activity a weapon as defined in the United States Code, Title 18, Section 921, they shall be immediately suspended and may be placed in an alternative educational setting for not more than 45 calendar days, or until the conclusion of any due process proceedings requested by the parent/guardian. The student's individualized education program (IEP) team or school site committee shall determine the student's alternative educational setting. (20 USC 1415)

Monitoring of Suspensions

A Manifestation Determination will be conducted within 10 school days of any of the following involving a child with a disability and a violation of the code of student conduct: a recommendation for expulsion, a change in placement resulting in removal from their educational program for more than 10 consecutive school days, or a series of suspensions totaling more than 10 cumulative school days within the school year. The student's IEP team shall meet to consider the following:

1. Whether the student's misconduct was related to their disability
2. Whether the misconduct was the result of an inappropriate placement
3. Whether a change in placement has occurred as a result of the cumulative suspensions.

Based on its findings, the IEP team or school site committee shall determine whether to initiate alternatives to suspend, a change in placement, or other changes to the student's IEP or accommodation plan.

Expulsion

The Board of Trustees of the School shall have the only authority to expel a student with disabilities. Procedures and timelines governing the expulsion of students with disabilities shall be the same as those for all other students, except that a pre-expulsion assessment shall be made and an IEP team or school site committee meeting held under conditions and with possible consequences indicated

below.

Pre-Expulsion Assessment and Meeting

1. The parent/guardian shall receive written notice of the School's intent to conduct the pre-expulsion assessment and shall make the student available for the assessment without delay at a site designated by the School. That parent/guardian shall also have the right to an independent assessment.
2. The pre-expulsion assessment shall be conducted in accordance with the guidelines of the Code of Federal Regulations, Title 34, Section 104.35, which shall include a review of the student's placement at the time of the alleged misconduct and a determination of the relationship, if any, between the student's behavior and their disability.
3. The IEP team or school site committee shall meet to determine if an expulsion hearing is appropriate. This meeting shall be held at a time and place mutually convenient to the parent/guardian and ALOP within the period, if any, of the student's pre-expulsion suspension. The parent/guardian's participation may be made through actual participation, representation, or a telephone conference call.
4. The parent/guardian shall be notified of their right to participate in the meeting at least 48 hours before the meeting. This notice shall specify
    a. That the meeting may be held without the parent/guardian's participation unless they request a postponement for up to three additional school days
    b. That the suspension will be continued during the postponement if the student continues to pose an immediate threat to the safety of themselves or others.

    In order to make a record of its attempts to arrange the meeting at a mutually convenient time and place, the ALOP shall keep documentation such as (Code of Federal Regulations, Title 34, Part 300.345)
    a. Detailed records of telephone calls made or attempted and the results of those calls
    b. Copies of correspondence sent to parents/guardians and any responses received
    c. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.
5. The ALOP shall grant a parent/guardian's request that the meeting be postponed for up to three additional school days and may extend a student's suspension for the period of postponement if they continue to pose an immediate threat to the safety of themselves or others. However, the suspension shall not be extended beyond 10 consecutive school days unless agreed to by the parent/guardian or by court order. If the parent/guardian refuses to consent to an extension beyond 10 consecutive school days and chooses not to participate, the meeting may be conducted without the parent/guardian's participation.
6. The IEP team or school site committee shall consider the pre-expulsion assessment results and shall also review and consider the student's health records and school discipline records.

7. If the IEP team or school site committee determines that the alleged misconduct was caused by, or was a direct manifestation of, the student's disability or that the student was not appropriately placed, the expulsion shall not proceed.
8. If the IEP team or school site committee determines that the alleged misconduct was not caused by, or a direct manifestation of, the student's disability, and if it is determined that the student was appropriately placed, the student shall be subject to expulsion in accordance with procedures that apply to all students.
9. When expulsion is recommended, the IEP team or school site committee should also recommend a potential rehabilitation plan for the student, if appropriate.

Due Process and Expulsion Hearings

If the parent/guardian disagrees with the decision of the IEP team or school site committee, they have a right to a due process hearing conducted pursuant to the United States Code, Title 20, Section 1415 or the Code of Federal Regulations, Title 34, Section 104.36.

Due process appeals must be initiated within 15 days of the decision of the IEP team or school site committee.

The expulsion hearing shall not be conducted, and the 30-day expulsion proceedings time limit shall not commence, until after completion of the following:

1. The pre-expulsion assessment
2. The IEP team or school site committee meeting
3. Due process hearings and appeals, if initiated.

The Board may expel a student with a disability only if an IEP team or school site committee has determined the following:

1. The misconduct was not caused by, or a direct manifestation of, the student's identified disability
2. The student was appropriately placed at the time the misconduct occurred.

Services During Expulsion

During the term of the expulsion, a diverse learner student shall continue to be offered a program of appropriate educational services that is individually designed to meet their unique learning needs. Such services may include independent study, home instruction, or another appropriate alternative program. The Board shall consider the recommendations of the IEP team or school site committee when developing a rehabilitation plan for an expelled student with a disability.

Readmission

Readmission procedures for students with disabilities shall parallel those used for all students. The Board of Trustees or designee(s) may consider the input of the student's IEP team or school site committee when developing recommendations regarding a request for readmission; an IEP team or school site committee meeting shall be convened to determine whether a new IEP or accommodation plan is appropriate.

Appeals and Complaints

Any individual or group may bring a complaint to the Pathways In Education Board of Trustees alleging a violation of applicable laws relating to the management or operation of the school. The complaint may be presented to the Board in an open meeting or in written form. The Board will respond at, or prior, to the next public meeting of the Board. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. If the individual or group determines that the Board did not adequately address the complaint, the individual or group may bring the complaint to the local school board.

Section IV: Complaint Policy

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

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

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

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

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

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

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

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

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

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

Civil law remedies may be available under state or federal discrimination laws, if applicable. A complainant may pursue available civil law remedies outside of the LEA's complaint procedures.

Complainants may seek assistance from mediation centers or public/private interest attorneys.

Civil law remedies that may be imposed by a court include but are not limited to injunctions and restraining orders.

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

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

Pathways In Education Public Schools
Complaint Form

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

Response requested: ☐ Yes ☐ No

Name: _____

Mailing Address: _____

Daytime Phone Number: _____

Evening Phone Number: _____

*Date of Problem: _____

*Location of Problem (School or Center Name and Address): _____

_____

*Course or Grade Level and Teacher Name: _____

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

**Required Fields*

Please file this form at your local learning center or mail this complaint to the following location:

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

Section V: Study Requirements

Planning a Course of Study

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

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

Acceptance of External Credits

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

Standardized Testing

Pathways In Education will administer state-mandated tests as required AND parents and students agree to participate in state-mandated testing. Pathways In Education will administer all required student assessments, including but not limited to end-of-course assessments, writing assessments and the SAT. Pathways In Education will register all students at the appropriate grade level for Access 20, ISA, P/SAT, and STAR.

Concurrent Enrollment

College preparatory courses (or others) not offered by the school can be taken at a local community college for high school credit. These courses may include foreign language, visual or performing arts and laboratory science. Students must meet the admissions standards of the college awarding the credit. Please contact the college of choice to determine their policy for dual enrollment and credits earned.

College Admissions Information

Students desiring information regarding college admissions requirements should contact their teacher or Post-Secondary and Student Services Counselor (PSSSC). Current information is also available on the Internet. Information regarding Illinois colleges and universities may be found at https://www.ibhe.org/.

Graduation Requirements

The graduation requirements as established by Chicago Public Schools are determined by the school year a student enters 9th grade. The following Graduation Requirements and Graduation Planning Guides are titled using this entrance year. Additional information regarding graduation requirements may be found here: https://www.cps.edu/academics/graduation-requirements/.

2016–2017 Graduation Requirements- Chicago Public Schools

English-Language Arts (4 Credits)	English 9 English 10 English 11 English 12
Mathematics (3 Credits)	Algebra I Geometry Advanced Algebra with Trigonometry Pre-Calculus
Social Science (3 Credits)	U.S. Government (0.5) US History World Studies Social Studies Electives Multiple courses are available, discuss options with your teacher.
Science (3 Credits)	Biology 2nd/3rd Science: Chemistry Environmental Science Earth Science Physics
Physical Education (2 Credits)	PE I/II/III Health Driver Education
Fine Arts (2 Credits)	Multiple courses are available, discuss options with your teacher.
World Language (2 Credits in the same world language)	Spanish 1/2/3 French 1/2
Computer Science (1 Credit)	Computer Programming 1
Career Education and Electives (1 Credit and 3 Credits)	Multiple courses are available, discuss options with your teacher.
TOTAL	**24 Credits**
Other Requirements	
Health and Driver Education	Students must complete courses that integrate Health Education and Driver Education into their curriculum.
Consumer Education	Students must complete a course that integrates Consumer Education into their curriculum.
Public Law 195	Students must pass an assessment that demonstrates knowledge of the Illinois and United States Constitutions.
Service Learning	Students must complete 2 Service Learning projects; one must be in conjunction with Civics/U.S. Government.
Post-Secondary Plan	Student must provide evidence of a Post-Secondary Plan.
District-Wide Assessments	Students must take either the SAT or DLM-AA.

2016–2017 Graduation Planning Guide- Chicago Public Schools

Grade 9

English 9A		English 9B	
Algebra 1A		Algebra 1B	
Biology A		Biology B	
World Studies A		World Studies B	
PE I/Health		PE I/Health	

Grade 10

English 10A		English 10B	
Geometry A		Geometry B	
2nd Lab Science A		2nd Lab Science B	
U.S. History A		U.S. History B	
World Language		World Language	
PE II/Driver Ed		PE II/Driver Ed	
Computer Science		Computer Science	

Grade 11

English 11A		English 11B	
Advanced Algebra A		Advanced Algebra B	
3rd Lab Science A		3rd Lab Science B	
Fine Art		Fine Art	
World Language		World Language	
Elective		Elective	

Grade 12

English 12A		English 12B	
U.S. Government		3rd Social Science B *(Consumer Education)*	
Fine Art		Fine Art	
Career Education		Career Education	
World Language		World Language	
Elective		Elective	
Elective		Elective / Senior Seminar	

External Credits

Additional Requirements

Senior Portfolio	
Consumer Education*	
Public Law 195	
SAT	
2 Service Learning Projects; 1 project must be completed in Civics or AP Government	
Post-Secondary Plan	

** Students are required to complete a course in Consumer Education. This can be a part of their regular coursework.*

2017–2018 Graduation Requirements- Chicago Public Schools

English-Language Arts (4 Credits)	English 9 English 10 English 11 English 12
Mathematics (3 Credits)	Algebra I Geometry Advanced Algebra with Trigonometry Pre-Calculus
Social Science (3 Credits)	US Government (0.5) U.S. History World Studies Economics (0.5) Personal Finance (0.5) Social Studies Electives Multiple courses available, discuss options with your teacher
Science (3 Credits)	Biology 2nd/3rd Science: Chemistry Environmental Science Earth Science Physics
Physical Education (2 Credits)	PE I/II/III Health Driver Education
Fine Arts (2 Credits)	Multiple courses are available, discuss options with your teacher.
World Language (2 Credits in the same world language)	Spanish 1/2/3 French 1/2
Computer Science (1 Credit)	Computer Programming 1
Career Education and Electives (1 Credit and 3 Credits)	Multiple courses are available, discuss options with your teacher.
TOTAL	**24 Credits**
Other Requirements	
Health and Driver Education	Students must complete courses that integrate Health Education and Driver Education into their curriculum.
Financial Education	Students must complete a course that integrates Financial Education into their curriculum.
Public Law 195	Students must pass an assessment that demonstrates knowledge of the Illinois and United States Constitutions.
Service Learning	Students must complete 2 Service Learning projects; one must be in conjunction with Civics/US Government.
Post-Secondary Plan	Student must provide evidence of a Post-Secondary Plan.
District-Wide Assessments	Students must take either the SAT or DLM-AA.

2017–2018 Graduation Planning Guide- Chicago Public Schools

Grade 9

English 9A		English 9B	
Algebra 1A		Algebra 1B	
Biology A		Biology B	
World Studies A		World Studies B	
PE I/Health		PE I/Health	

Grade 10

English 10A		English 10B	
Geometry A		Geometry B	
2nd Lab Science A		2nd Lab Science B	
U.S. History A		U.S. History B	
World Language		World Language	
PE II/Driver Ed		PE II/Driver Ed	
Computer Science		Computer Science	

Grade 11

English 11A		English 11B	
Advanced Algebra A		Advanced Algebra B	
3rd Lab Science A		3rd Lab Science B	
Fine Art		Fine Art	
World Language		World Language	
Elective		Elective	

Grade 12

English 12A		English 12B	
U.S. Government		3rd Social Science B *(Financial Education)*	
Fine Art		Fine Art	
Career Education		Career Education	
World Language		World Language	
Elective		Elective	
Elective		Elective / Senior Seminar	

External Credits

Additional Requirements

Senior Portfolio	
Financial Education*	
Public Law 195	
SAT	
2 Service Learning Projects; 1 project must be completed in Civics or AP Government	
Post-Secondary Plan	

** Students are required to complete a course in Consumer Education. This can be a part of their regular coursework.*

2018–2019 Graduation Requirements- Chicago Public Schools

English-Language Arts (4 Credits)	English 9 English 10 English 11 English 12
Mathematics (3 Credits)	Algebra I Geometry Advanced Algebra with Trigonometry Pre-Calculus
Social Science (3 Credits)	U.S. Government (0.5) U.S. History World Studies Economics (0.5) Personal Finance (0.5) Social Studies Electives Multiple courses available, discuss options with your teacher
Science (3 Credits)	Biology Chemistry Physics
Physical Education (2 Credits)	PE I/II/III Health Driver Education
Fine Arts (2 Credits)	Multiple courses are available, discuss options with your teacher.
World Language (2 Credits in the same world language)	Spanish 1/2/3 French 1/2
Computer Science (1 Credit)	Computer Programming 1
Career Education and Electives (1 Credit and 3 Credits)	Multiple courses are available, discuss options with your teacher.
TOTAL	**24 Credits**
Other Requirements	
Health and Driver Education	Students must complete courses that integrate Health Education and Driver Education into their curriculum.
Financial Education	Students must complete a course that integrates Financial Education into their curriculum.
Public Law 195	Students must pass an assessment that demonstrates knowledge of the Illinois and United States Constitutions.
Service Learning	Students must complete 2 Service Learning projects; one must be in conjunction with Civics/US Government.
Post-Secondary Plan	Student must provide evidence of a Post-Secondary Plan.
District-Wide Assessments	Students must take either the SAT or DLM-AA.

2018–2019 Graduation Planning Guide- Chicago Public Schools

Grade 9

English 9A		English 9B	
Algebra 1A		Algebra 1B	
Biology A		Biology B	
World Studies A		World Studies B	
PE I/Health		PE I/Health	

Grade 10

English 10A		English 10B	
Geometry A		Geometry B	
Chemistry A		Chemistry B	
U.S. History A		U.S. History B	
Computer Science		Computer Science	
PE II/Driver Ed		PE II/Driver Ed	

Grade 11

English 11A		English 11B	
Advanced Algebra A		Advanced Algebra B	
Physics A		Physics B	
Fine Art		Fine Art	
World Language		World Language	
Elective		Elective	

Grade 12

English 12A		English 12B	
U.S. Government		3rd Social Science B *(Financial Education)*	
Fine Art		Fine Art	
Career Education		Career Education	
World Language		World Language	
Elective		Elective	
Elective		Elective / Senior Seminar	

External Credits

Additional Requirements

Senior Portfolio	
Financial Education*	
Public Law 195	
SAT	
2 Service Learning Projects; 1 project must be completed in Civics or AP Government	
Post-Secondary Plan	

** Students are required to complete a course in Consumer Education. This can be a part of their regular coursework.*

2019-2020 Graduation Requirements- Chicago Public Schools

English-Language Arts (4 Credits)	English 9 English 10 English 11 English 12
Mathematics (3 Credits)	Algebra I Geometry Advanced Algebra with Trigonometry Pre-Calculus
Social Science (3 Credits)	U.S. Government (0.5) U.S. History World Studies Economics (0.5) Personal Finance (0.5) Social Studies Electives Multiple courses available, discuss options with your teacher
Science (3 Credits)	Biology Chemistry Physics
Physical Education (2 Credits)	PE I/II/III Health Driver Education
Fine Arts (2 Credits)	Multiple courses are available, discuss options with your teacher.
World Language (2 Credits in the same world language)	Spanish 1/2/3 French 1/2
Computer Science (1 Credit)	Computer Programming 1
Career Education and Electives (1 Credit and 3 Credits)	Multiple courses are available, discuss options with your teacher.
TOTAL	**24 Credits**
Other Requirements	
Health and Driver Education	Students must complete courses that integrate Health Education and Driver Education into their curriculum.
Financial Education	Students must complete a course that integrates Financial Education into their curriculum.
Public Law 195	Students must pass an assessment that demonstrates knowledge of the Illinois and United States Constitutions.
Service Learning	Students must complete 2 Service Learning projects; one must be in conjunction with Civics/US Government.
Post-Secondary Plan	Student must provide evidence of a Post-Secondary Plan.
District-Wide Assessments	Students must take either the SAT or DLM-AA.

2019-2020 Graduation Planning Guide- Chicago Public Schools

Grade 9

English 9A		English 9B	
Algebra 1A		Algebra 1B	
Biology A		Biology B	
World Studies A		World Studies B	
PE I/Health		PE I/Health	

Grade 10

English 10A		English 10B	
Geometry A		Geometry B	
Chemistry A		Chemistry B	
U.S. History A		U.S. History B	
Computer Science		Computer Science	
PE II/Driver Ed		PE II/Driver Ed	

Grade 11

English 11A		English 11B	
Advanced Algebra A		Advanced Algebra B	
Physics A		Physics B	
Fine Art		Fine Art	
World Language		World Language	
Elective		Elective	

Grade 12

English 12A		English 12B	
U.S. Government		3rd Social Science B *(Financial Education)*	
Fine Art		Fine Art	
Career Education		Career Education	
World Language		World Language	
Elective		Elective	
Elective		Elective / Senior Seminar	

External Credits

Additional Requirements

Senior Portfolio	
Financial Education*	
Public Law 195	
SAT	
2 Service Learning Projects; 1 project must be completed in Civics or AP Government	
Post-Secondary Plan	

** Students are required to complete a course in Consumer Education. This can be a part of their regular coursework.*

2020-2021 Graduation Requirements- Chicago Public Schools

English-Language Arts (4 Credits)	English 9 English 10 English 11 English 12
Mathematics (3 Credits)	Algebra I Geometry Advanced Algebra with Trigonometry Pre-Calculus
Social Science (3 Credits)	U.S. Government (0.5) U.S. History World Studies Economics (0.5) Personal Finance (0.5) Social Studies Electives Multiple courses available, discuss options with your teacher
Science (3 Credits)	Biology Chemistry Physics
Physical Education (2 Credits)	PE I/II/III Health Driver Education
Fine Arts (2 Credits)	Multiple courses are available, discuss options with your teacher.
World Language (2 Credits in the same world language)	Spanish 1/2/3 French 1/2
Computer Science (1 Credit)	Computer Programming 1 Principles of Information Technology
Career Education and Electives (1 Credit and 3 Credits)	Multiple courses are available, discuss options with your teacher.
TOTAL	**24 Credits**
Other Requirements	
Health and Driver Education	Students must complete courses that integrate Health Education and Driver Education into their curriculum.
Financial Education	Students must complete a course that integrates Financial Education into their curriculum.
Public Law 195	Students must pass an assessment that demonstrates knowledge of the Illinois and United States Constitutions.
Service Learning	Students must complete 2 Service Learning projects; one must be in conjunction with Civics/US Government.
Post-Secondary Plan	Student must provide evidence of a Post-Secondary Plan.
District-Wide Assessments	Students must take either the SAT or DLM-AA.

2020-2021 Graduation Planning Guide- Chicago Public Schools

Grade 9

English 9A		English 9B	
Algebra 1A		Algebra 1B	
Biology A		Biology B	
World Studies A		World Studies B	
PE I/Health		PE I/Health	

Grade 10

English 10A		English 10B	
Geometry A		Geometry B	
Chemistry A		Chemistry B	
U.S. History A		U.S. History B	
Computer Science		Computer Science	
PE II/Driver Ed		PE II/Driver Ed	

Grade 11

English 11A		English 11B	
Advanced Algebra A		Advanced Algebra B	
Physics A		Physics B	
Fine Art		Fine Art	
World Language		World Language	
Elective		Elective	

Grade 12

English 12A		English 12B	
U.S. Government		3rd Social Science B *(Financial Education)*	
Fine Art		Fine Art	
Career Education		Career Education	
World Language		World Language	
Elective		Elective	
Elective		Elective / Senior Seminar	

External Credits

Additional Requirements

Senior Portfolio	
Financial Education*	
Public Law 195	
SAT	
2 Service Learning Projects; 1 project must be completed in Civics or AP Government	
Post-Secondary Plan	

** Students are required to complete a course in Consumer Education. This can be a part of their regular coursework.*

2021-2022 Graduation Requirements- Chicago Public Schools

English-Language Arts (4 Credits)	English 9 English 10 English 11 English 12
Mathematics (3 Credits)	Algebra I Geometry Advanced Algebra with Trigonometry Pre-Calculus
Social Science (3 Credits)	U.S. Government (0.5) U.S. History World Studies Economics (0.5) Personal Finance (0.5) Social Studies Electives Multiple courses available, discuss options with your teacher
Science (3 Credits)	Biology Chemistry Physics
Physical Education (2 Credits)	PE I/II/III Health Driver Education
Fine Arts (2 Credits)	Multiple courses are available, discuss options with your teacher.
World Language (2 Credits in the same world language)	Spanish 1/2/3 French 1/2
Computer Science (1 Credit)	Computer Programming 1 Principles of Information Technology
Career Education and Electives (1 Credit and 3 Credits)	Multiple courses are available, discuss options with your teacher.
Civics (0.5 Credits)	Civics
TOTAL	**24 Credits**
Other Requirements	
Health and Driver Education	Students must complete courses that integrate Health Education and Driver Education into their curriculum.
Financial Education	Students must complete a course that integrates Financial Education into their curriculum.
Public Law 195	Students must pass an assessment that demonstrates knowledge of the Illinois and United States Constitutions.
Service Learning	Students must complete 2 Service Learning projects; one must be in conjunction with Civics/US Government.
Post-Secondary Plan	Student must provide evidence of a Post-Secondary Plan.
District-Wide Assessments	Students must take either the SAT or DLM-AA.

2021-2022 Graduation Planning Guide- Chicago Public Schools

Grade 9

English 9A		English 9B	
Algebra 1A		Algebra 1B	
Biology A		Biology B	
World Studies A		World Studies B	
PE I/Health		PE I/Health	

Grade 10

English 10A		English 10B	
Geometry A		Geometry B	
Chemistry A		Chemistry B	
U.S. History A		U.S. History B	
Computer Science		Computer Science	
PE II/Driver Ed		PE II/Driver Ed	

Grade 11

English 11A		English 11B	
Advanced Algebra A		Advanced Algebra B	
Physics A		Physics B	
Fine Art		Fine Art	
World Language		World Language	
Elective		Elective	

Grade 12

English 12A		English 12B	
Civics		3rd Social Science B *(Financial Education)*	
Fine Art		Fine Art	
Career Education		Career Education	
World Language		World Language	
Elective		Elective	
Elective		Elective / Senior Seminar	

External Credits

Additional Requirements

Senior Portfolio	
Financial Education*	
Public Law 195	
SAT	
2 Service Learning Projects; 1 project must be completed in Civics or AP Government	
Post-Secondary Plan	

** Students are required to complete a course in Consumer Education. This can be a part of their regular coursework.*

2022-2023 Graduation Requirements- Chicago Public Schools

English-Language Arts (4 Credits)	English 9 English 10 English 11 English 12
Mathematics (3 Credits)	Algebra I Geometry Advanced Algebra with Trigonometry Pre-Calculus
Social Science (3 Credits)	U.S. Government (0.5) U.S. History World Studies Economics (0.5) Personal Finance (0.5) Social Studies Electives Multiple courses available, discuss options with your teacher
Science (3 Credits)	Biology Chemistry Physics
Physical Education (2 Credits)	PE I/II/III Health Driver Education
Fine Arts (2 Credits)	Multiple courses are available, discuss options with your teacher.
World Language (2 Credits in the same world language)	Spanish 1/2/3 French 1/2
Computer Science (1 Credit)	Computer Programming 1 Principles of Information Technology
Career Education and Electives (1 Credit and 3 Credits)	Multiple courses are available, discuss options with your teacher.
Civics (0.5 Credits)	Civics
TOTAL	**24 Credits**
Other Requirements	
Health and Driver Education	Students must complete courses that integrate Health Education and Driver Education into their curriculum.
Financial Education	Students must complete a course that integrates Financial Education into their curriculum.
Public Law 195	Students must pass an assessment that demonstrates knowledge of the Illinois and United States Constitutions.
Service Learning	Students must complete 2 Service Learning projects; one must be in conjunction with Civics/US Government.
Post-Secondary Plan	Student must provide evidence of a Post-Secondary Plan.
District-Wide Assessments	Students must take either the SAT or DLM-AA.

2022-2023 Graduation Planning Guide- Chicago Public Schools

Grade 9

English 9A		English 9B	
Algebra 1A		Algebra 1B	
Biology A		Biology B	
World Studies A		World Studies B	
PE I/Health		PE I/Health	

Grade 10

English 10A		English 10B	
Geometry A		Geometry B	
Chemistry A		Chemistry B	
U.S. History A		U.S. History B	
Computer Science		Computer Science	
PE II/Driver Ed		PE II/Driver Ed	

Grade 11

English 11A		English 11B	
Advanced Algebra A		Advanced Algebra B	
Physics A		Physics B	
Fine Art		Fine Art	
World Language		World Language	
Elective		Elective	

Grade 12

English 12A		English 12B	
Civics		3rd Social Science B *(Financial Education)*	
Fine Art		Fine Art	
Career Education		Career Education	
World Language		World Language	
Elective		Elective	
Elective		Elective / Senior Seminar	

External Credits

Additional Requirements

Senior Portfolio	
Financial Education*	
Public Law 195	
SAT	
2 Service Learning Projects; 1 project must be completed in Civics or AP Government	
Post-Secondary Plan	

** Students are required to complete a course in Consumer Education. This can be a part of their regular coursework.*

2023-2024 Graduation Requirements- Chicago Public Schools

English-Language Arts (4 Credits)	English 9 English 10 English 11 English 12
Mathematics (3 Credits)	Algebra I Geometry Advanced Algebra with Trigonometry Pre-Calculus
Social Science (3 Credits)	U.S. Government (0.5) U.S. History World Studies Economics (0.5) Personal Finance (0.5) Social Studies Electives Multiple courses available, discuss options with your teacher
Science (3 Credits)	Biology Chemistry Physics
Physical Education (2 Credits)	PE I/II/III Health Driver Education
Fine Arts (2 Credits)	Multiple courses are available, discuss options with your teacher.
World Language (2 Credits in the same world language)	Spanish 1/2/3 French 1/2
Computer Science (1 Credit)	Computer Programming 1 Principles of Information Technology
Career Education and Electives (1 Credit and 3 Credits)	Multiple courses are available, discuss options with your teacher.
Civics (0.5 Credits)	Civics
TOTAL	**24 Credits**
Other Requirements	
Health and Driver Education	Students must complete courses that integrate Health Education and Driver Education into their curriculum.
Financial Education	Students must complete a course that integrates Financial Education into their curriculum.
Public Law 195	Students must pass an assessment that demonstrates knowledge of the Illinois and United States Constitutions.
Service Learning	Students must complete 2 Service Learning projects; one must be in conjunction with Civics/US Government.
Post-Secondary Plan	Student must provide evidence of a Post-Secondary Plan.
District-Wide Assessments	Students must take either the SAT or DLM-AA.

2023-2024 Graduation Planning Guide- Chicago Public Schools

Grade 9

English 9A		English 9B	
Algebra 1A		Algebra 1B	
Biology A		Biology B	
World Studies A		World Studies B	
PE I/Health		PE I/Health	

Grade 10

English 10A		English 10B	
Geometry A		Geometry B	
Chemistry A		Chemistry B	
U.S. History A		U.S. History B	
Computer Science		Computer Science	
PE II/Driver Ed		PE II/Driver Ed	

Grade 11

English 11A		English 11B	
Advanced Algebra A		Advanced Algebra B	
Physics A		Physics B	
Fine Art		Fine Art	
World Language		World Language	
Elective		Elective	

Grade 12

English 12A		English 12B	
Civics		3rd Social Science B *(Financial Education)*	
Fine Art		Fine Art	
Career Education		Career Education	
World Language		World Language	
Elective		Elective	
Elective		Elective / Senior Seminar	

External Credits

Additional Requirements

Senior Portfolio	
Financial Education*	
Public Law 195	
SAT	
2 Service Learning Projects; 1 project must be completed in Civics or AP Government	
Post-Secondary Plan	

** Students are required to complete a course in Consumer Education. This can be a part of their regular coursework.*

2024-2025 Graduation Requirements- Chicago Public Schools

English-Language Arts (4 Credits)	English 9 English 10 English 11 English 12
Mathematics (3 Credits)	Algebra I Geometry Advanced Algebra with Trigonometry Pre-Calculus
Social Science (3 Credits)	U.S. Government (0.5) U.S. History World Studies Economics (0.5) Personal Finance (0.5) Social Studies Electives Multiple courses available, discuss options with your teacher
Science (3 Credits)	Biology Chemistry Physics
Physical Education (2 Credits)	PE I/II/III Health Driver Education
Fine Arts (2 Credits)	Multiple courses are available, discuss options with your teacher.
World Language (2 Credits in the same world language)	Spanish 1/2/3 French 1/2
Computer Science (1 Credit)	Computer Programming 1 Principles of Information Technology
Career Education and Electives (1 Credit and 3 Credits)	Multiple courses are available, discuss options with your teacher.
Civics (0.5 Credits)	Civics
TOTAL	**24 Credits**
Other Requirements	
Health and Driver Education	Students must complete courses that integrate Health Education and Driver Education into their curriculum.
Financial Education	Students must complete a course that integrates Financial Education into their curriculum.
Public Law 195	Students must pass an assessment that demonstrates knowledge of the Illinois and United States Constitutions.
Service Learning	Students must complete 2 Service Learning projects; one must be in conjunction with Civics/US Government.
Post-Secondary Plan	Student must provide evidence of a Post-Secondary Plan.
District-Wide Assessments	Students must take either the SAT or DLM-AA.

2024-2025 Graduation Planning Guide- Chicago Public Schools

Grade 9

English 9A		English 9B	
Algebra 1A		Algebra 1B	
Biology A		Biology B	
World Studies A		World Studies B	
PE I/Health		PE I/Health	

Grade 10

English 10A		English 10B	
Geometry A		Geometry B	
Chemistry A		Chemistry B	
U.S. History A		U.S. History B	
Computer Science		Computer Science	
PE II/Driver Ed		PE II/Driver Ed	

Grade 11

English 11A		English 11B	
Advanced Algebra A		Advanced Algebra B	
Physics A		Physics B	
Fine Art		Fine Art	
World Language		World Language	
Elective		Elective	

Grade 12

English 12A		English 12B	
Civics		3rd Social Science B *(Financial Education)*	
Fine Art		Fine Art	
Career Education		Career Education	
World Language		World Language	
Elective		Elective	
Elective		Elective / Senior Seminar	

External Credits

Additional Requirements

Senior Portfolio	
Financial Education*	
Public Law 195	
SAT	
2 Service Learning Projects; 1 project must be completed in Civics or AP Government	
Post-Secondary Plan	

** Students are required to complete a course in Consumer Education. This can be a part of their regular coursework.*

2025-2026 Graduation Requirements- Chicago Public Schools

English-Language Arts (4 Credits)	English 9 English 10 English 11 English 12
Mathematics (3 Credits)	Algebra I Geometry Advanced Algebra with Trigonometry Pre-Calculus
Social Science (3 Credits)	U.S. Government (0.5) U.S. History World Studies Economics (0.5) Personal Finance (0.5) Social Studies Electives Multiple courses available, discuss options with your teacher
Science (3 Credits)	Biology Chemistry Physics
Physical Education (2 Credits)	PE I/II/III Health Driver Education
Fine Arts (2 Credits)	Multiple courses are available, discuss options with your teacher.
World Language (2 Credits in the same world language)	Spanish 1/2/3 French 1/2
Computer Science (1 Credit)	Computer Programming 1 Principles of Information Technology
Career Education and Electives (1 Credit and 3 Credits)	Multiple courses are available, discuss options with your teacher.
Civics (0.5 Credits)	Civics
TOTAL	**24 Credits**
Other Requirements	
Health and Driver Education	Students must complete courses that integrate Health Education and Driver Education into their curriculum.
Financial Education	Students must complete a course that integrates Financial Education into their curriculum.
Public Law 195	Students must pass an assessment that demonstrates knowledge of the Illinois and United States Constitutions.
Service Learning	Students must complete 2 Service Learning projects; one must be in conjunction with Civics/US Government.
Post-Secondary Plan	Student must provide evidence of a Post-Secondary Plan.
District-Wide Assessments	Students must take either the SAT or DLM-AA.

2025-2026 Graduation Planning Guide- Chicago Public Schools

Grade 9

English 9A		English 9B	
Algebra 1A		Algebra 1B	
Biology A		Biology B	
World Studies A		World Studies B	
PE I/Health		PE I/Health	

Grade 10

English 10A		English 10B	
Geometry A		Geometry B	
Chemistry A		Chemistry B	
U.S. History A		U.S. History B	
Computer Science		Computer Science	
PE II/Driver Ed		PE II/Driver Ed	

Grade 11

English 11A		English 11B	
Advanced Algebra A		Advanced Algebra B	
Physics A		Physics B	
Fine Art		Fine Art	
World Language		World Language	
Elective		Elective	

Grade 12

English 12A		English 12B	
Civics		3rd Social Science B *(Financial Education)*	
Fine Art		Fine Art	
Career Education		Career Education	
World Language		World Language	
Elective		Elective	
Elective		Elective / Senior Seminar	

External Credits

Additional Requirements

Senior Portfolio	
Financial Education*	
Public Law 195	
SAT	
2 Service Learning Projects; 1 project must be completed in Civics or AP Government	
Post-Secondary Plan	

** Students are required to complete a course in Consumer Education. This can be a part of their regular coursework.*

2026-2027 Graduation Requirements- Chicago Public Schools

English-Language Arts (4 Credits)	English 9 English 10 English 11 English 12
Mathematics (3 Credits)	Algebra I Geometry Advanced Algebra with Trigonometry Pre-Calculus
Social Science (3 Credits)	U.S. Government (0.5) U.S. History World Studies Economics (0.5) Personal Finance (0.5) Social Studies Electives Multiple courses available, discuss options with your teacher
Science (3 Credits)	Biology Chemistry Physics
Physical Education (2 Credits)	PE I/II/III Health Driver Education
Fine Arts (2 Credits)	Multiple courses are available, discuss options with your teacher.
World Language (2 Credits in the same world language)	Spanish 1/2/3 French 1/2
Computer Science (1 Credit)	Computer Programming 1 Principles of Information Technology
Career Education and Electives (1 Credit and 3 Credits)	Multiple courses are available, discuss options with your teacher.
Civics (0.5 Credits)	Civics
TOTAL	**24 Credits**
Other Requirements	
Health and Driver Education	Students must complete courses that integrate Health Education and Driver Education into their curriculum.
Financial Education	Students must complete a course that integrates Financial Education into their curriculum.
Public Law 195	Students must pass an assessment that demonstrates knowledge of the Illinois and United States Constitutions.
Service Learning	Students must complete 2 Service Learning projects; one must be in conjunction with Civics/US Government.
Post-Secondary Plan	Student must provide evidence of a Post-Secondary Plan.
District-Wide Assessments	Students must take either the SAT or DLM-AA.

2026-2027 Graduation Planning Guide- Chicago Public Schools

Grade 9

English 9A		English 9B	
Algebra 1A		Algebra 1B	
Biology A		Biology B	
World Studies A		World Studies B	
PE I/Health		PE I/Health	

Grade 10

English 10A		English 10B	
Geometry A		Geometry B	
Chemistry A		Chemistry B	
U.S. History A		U.S. History B	
Computer Science		Computer Science	
PE II/Driver Ed		PE II/Driver Ed	

Grade 11

English 11A		English 11B	
Advanced Algebra A		Advanced Algebra B	
Physics A		Physics B	
Fine Art		Fine Art	
World Language		World Language	
Elective		Elective	

Grade 12

English 12A		English 12B	
Civics		3rd Social Science B *(Financial Education)*	
Fine Art		Fine Art	
Career Education		Career Education	
World Language		World Language	
Elective		Elective	
Elective		Elective / Senior Seminar	

External Credits

Additional Requirements

Senior Portfolio	
Financial Education*	
Public Law 195	
SAT	
2 Service Learning Projects; 1 project must be completed in Civics or AP Government	
Post-Secondary Plan	

** Students are required to complete a course in Consumer Education. This can be a part of their regular coursework.*

Coursework

The Pathways In Education school model focuses on providing students the opportunity to complete their high school education through independent study. The independent study program provides students rigorous textbook-based courses, online courses, and small group instruction (SGI) courses in order to allow students the flexibility to work at their own pace in an independent format.

Online School Policy

In the event that a student takes any online courses during their enrollment with Pathways In Education–Illinois, the following terms and conditions under this Pathways In Education–Illinois Online School Policy ("OSP") will also apply in addition to the terms and conditions of the Policy:

Pathways In Education–Illinois's online school courses can be independently accessed either from school or home. Coursework will range between forty-five (45) to sixty (60) hours per course and will include various assessments in addition to a teacher-graded final exam. Students are required to spend a minimum of five hours in the online course per week and will be disqualified from participation in the course after ten (10) consecutive school days of inactivity. Students must satisfy a minimum passing grade (70% or higher on all assignments/quizzes and tests) as defined in the Pathways in Education student handbook. Successfully completing an online course requires a shared partnership between student, parent(s)/guardian(s), and school staff. There must be acknowledgment and agreement of the responsibilities belonging to each person involved.

Students accept responsibility for the following:

- Logging in to the online course for a minimum of five (5) hours per week and completing all course assignments. Failure to do so will result in the student being required to repeat the course in a traditional format. Failure to log in to the course for ten (10) consecutive school days will result in removal from participation in the online class.
- Seeking immediate assistance from the instructor or contact Pathways In Education–Illinois's Education Technology Manager if technical problems occur with the system.
- Avoiding plagiarism, as it is considered cheating. Copying and pasting directly from the online curriculum into other sources will not be considered "notes" because they are not student-generated. Use of translation software for foreign language classes is also a form of plagiarism.

Parents or guardians accept responsibility for the following:

- Keeping regularly informed of the student's online learning activities and promptly informing Pathways In Education–Illinois staff of any circumstances actually or potentially interfering with the student's ability to learn.
- Encouraging the student to log in to the online course a minimum of five hours per week. Failure to login to the course for ten (10) consecutive school days will result in the removal of the student from the course.
- Supporting student learning by providing adequate time and access to an Internet-

accessible computer at home in order to complete coursework, or allow extra time for the student to spend at school or a library to complete necessary coursework.

- ❖ Being aware of the student's computer use, and encouraging them to use all available technology for schoolwork.

Teachers and staff at Pathways In Education–Illinois are responsible for

- ❖ Responding to student questions, comments, or concerns within one (1) school day.
- ❖ Providing the student and parent/guardian with regular updates as to the student's progress in the course.
- ❖ Establishing clear goals and course expectations.
- ❖ Assisting students in mastering the curricula.

Students will not be able to participate in online courses without signed parental consent. If you have any questions regarding online courses, please contact the Pathways In Education–Illinois Online Program at (626) 460-9206 or onlineprogram@pathwaysedu.org.

Student Records and Privacy (FERPA)

Pathways In Education – Illinois is committed to protecting the privacy of student education records in accordance with the Family Educational Rights and Privacy Act (FERPA). This federal law provides parents and students over 18 years of age ("eligible students") with specific rights regarding access to and control of student records.

Rights Under FERPA

Parents and eligible students have the right to:

- Inspect and review the student's education records within 45 days of submitting a written request to Pathways In Education - Illinois. Requests should clearly identify the records requested for review. The school will make arrangements for access and notify the requesting parent or student.
- Request amendment of education records believed to be inaccurate, misleading, or in violation of the student's privacy rights. Requests must be submitted in writing and include a clear explanation of the requested change. If the school denies the request, the parent or eligible student will be notified and provided the opportunity to request a hearing.
- Provide written consent before the school discloses personally identifiable information from education records, except to the extent FERPA authorizes disclosure without consent.

Disclosure of Education Records

FERPA generally requires written consent before the school discloses personally identifiable information from a student's education records. However, certain disclosures are permitted by law without prior written consent, including disclosures to: School officials with legitimate educational interests, officials of another school or school district in which the student seeks to enroll, certain state or federal educational authorities, parties involved in financial aid matters, and other individuals or entities authorized by FERPA or applicable law.

Directory Information

The school may designate certain information as "directory information," which may be disclosed without prior consent unless a parent or eligible student opts out. Directory information may include a student's name, dates of attendance, participation in school activities, and honors or awards received. Parents or eligible students who do not wish for directory information to be disclosed must submit a written request to Pathways In Education - Illinois.

Special Education Records

Records relating to students receiving special education services are additionally protected under the Individuals with Disabilities Education Act ("IDEA") and other applicable laws governing confidentiality of student information.

Transfer of Rights

FERPA rights transfer from the parent to the student when the student turns 18 years old or enrolls in a postsecondary institution.

Complaints

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with FERPA requirements. Complaints may be sent to:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

This notice is provided annually through the student handbook and/or the school's website.

Section VI: Course of Study

• *English Language Arts* •

ENGLISH 9 A/B CP **HS1120/ HS1121,** *SGI1111/SGI1112*

Credit: 0.5 credits each semester Graduation Requirement: ELA

Novels: *No Fear Shakespeare: Romeo and Juliet* (SparkNotes) and *The Hunger Games* by Suzanne Collins. This course will expose students to a wide variety of nonfiction and poetry as well as a full-length novel. This course will prime students' ability to comprehend and analyze the content of their reading assignments by teaching students to analyze author's style, genre, and content. It will expose students to author's intent, style, language, rhetorical devices, and literary concepts. Each lesson will develop and increase students' ability to respond thoughtfully and dynamically to each text they are exposed to. Students will learn the foundations of writing by learning the basics of syntax and paragraph structure. Grammar and writing lessons will be introduced, and students will be given opportunities to identify these patterns in their readings and implement this knowledge in their own writing.

ENGLISH 9 A/B **HLDG1001/ HLDG1002**

Credit: 0.5 credits each semester Graduation Requirement: ELA

English 9A/9B curriculum follows the District English Department Leadership Team's core curriculum guidelines. This course will develop writing competence through clear, coherent, and correct sentences and paragraphs. Committed students will develop critical thinking and reading skills, which are demonstrated through discussion, writing, and classroom presentations. Readings focus on non-fictional and informational text through to fiction. Students read short stories, nonfiction, poetry and fiction novels. Each semester, all students read a common work in fiction and complete common standards-based projects and assessments. Additional curriculum includes emphasis of literary terms (the analysis vocabulary of literature), vocabulary development, and out-of-class writing (narrative/biography, literary analysis, and expository essay) as well as a research-based project.

ENGLISH LANGUAGE DEVELOPMENT ELD 9 A/B CP **HS1130/ HS1131**

Credit: 0.5 credits each semester Graduation Requirement: ELA

This course intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. English 9 iLit serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

ENGLISH 9 A/B CP **HS1170/ HS1171**

Credit: 0.5 credits each semester Graduation Requirement: ELA

Novels: *No Fear Shakespeare: Romeo and Juliet* and *The Hunger Games* by Suzanne Collins. This course will expose students to a wide variety of fiction anchored primarily in short stories and plays. This course will prime students' ability to comprehend and analyze the content of their reading assignments by teaching students to interact with both the concrete and abstract elements in a text. It will expose students to authors' intent, style, and literary concepts. Each lesson will develop and increase students' ability to respond thoughtfully and dynamically to literature. Students will learn the foundations of writing by learning the basics of syntax and paragraph structure. An aspect of grammar will be introduced and students will be given opportunities to identify these patterns in their readings and implement this knowledge into their own writing. A play will accompany this course that will utilize the students' ability to engage with works from earlier periods of history. At the end of each unit, students will have an opportunity to incorporate

what they have learned into a performance assessment that spans from short response writing prompts, to diagramming information, to longer form writing assignments.

ENGLISH 10 A/B CP **HS1081/ HS1082**

Credit: 0.5 credits each semester Graduation Requirement: ELA

Students will be expected to use reading and thinking skills as they analyze and apply literary concepts to grasp the authors' purpose and the central idea of the texts. Guided instruction and modeling will cause students to develop their own voice and point of view. In each unit, the students participate in writing workshops that blend grammar and writing concepts to help understand the writing process. The novel for this course is narrative non-fiction of a historical event that will be incorporated as additional reading material for the course to allow the students to broaden their perspectives and help them make personal connections with real – world issues. In English 10B, students will differentiate between fiction and informational texts and identify author's techniques such as rhetorical devices and text structure. Guided instruction and modeling will cause students to identify an author's perspective and point of view. In each unit, the students participate in writing workshops that blend grammar and writing concepts to help understand the writing process. The novel for this course is a drama with relatable characters and plot that will be incorporated as additional reading material for the course to allow the students to analyze an author's techniques. An additional nonfiction text was chosen for this course to compare and contrast fiction and nonfiction.

ENGLISH 10 A/B CP **HS1081A/HS1082A,** *SGI1121/SGI1122*

Credit: 0.5 credits each semester Graduation Requirement: ELA

Textbook: *Prentice Hall Literature* (Pearson), **Novel:** *Kindred: A Graphic Novel Adaptation* by Octavia Butler. In this course, students will gain reading and writing skills through the practice and acquisition of new thinking skills, including critical and oral responses to a variety of fiction and nonfiction literary texts. This course exposes students to fictional stories and nonfiction texts, both print and digital. This course enhances students' ability to comprehend, develop, and analyze the content of the reading assignments. It exposes students to author's intent and literary concepts. Each lesson develops and increases students' fluency and vocabulary. Grammar skills are introduced and practiced regularly, helping students implement the new skills into their own writing. A fictional novel accompanies this course and stimulates imagination and creativity. In each unit, students have many opportunities to incorporate what they have learned into their writing. In English 10B, students will elevate their writing, reading, and critical thinking skills by building off of the foundational reading, writing, speaking, listening, and analysis skills gained in English 10A. The goal of this course is to transform students into independent thinkers who can write, read, listen, and speak more closely to collegiate and real-world expectations. English 10B will move through three major styles of writing and several different genres for reading. Throughout the course, students will read a graphic novel representation of Octavia Butler's science fiction novel, *Kindred.* Students will show their understanding of the novel and its themes through a summative project. This course is designed to develop analytical skills, as students are thinking about and evaluating good writing.

ENGLISH 10 A/B **HLDG1003/ HLDG1004**

Credit: 0.5 credits each semester Graduation Requirement: ELA

English 10 is a 10th grade level English Language Arts course that is designed to teach our students key literary skills and knowledge which can be useful in the professional world. Through this course, student learning is supported via scaffolding, guided and independent practice, and so on. Each lesson is geared towards helping students grow in valuable areas such as vocabulary, grammar, writing, reading comprehension, critical thinking, and more. In the first semester, students will cover topics such as the components of an effective paragraph and essay, how to analyze and write literary responses to fiction, how to analyze and write about nonfiction, the techniques of persuasion, and how to present findings through a multimedia presentation. In the second semester, students will go over the elements of a short narrative (theme, plot structure, etc.), features of an autobiographical text, qualities and purpose of science fiction, techniques of satire, and methods of persuading through a formal proposal letter. Students are able to reinforce and demonstrate their understanding of the course materials through a Performance Task, a lesson's Check for Understanding, the Unit Summative Review, and the unit test.

ENGLISH LANGUAGE DEVELOPMENT ELD 10 A/B CP **HS1132/ HS1133**

Credit: 0.5 credits each semester Graduation Requirement: ELA

This course intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. English 10 iLit serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

ENGLISH 11 A/B CP **HS1160/HS1161,** *SGI1131/SGI1132*

Credit: 0.5 credits each semester Graduation Requirement: ELA

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

ENGLISH LANGUAGE DEVELOPMENT ELD 11 A/B CP **HS1145/ HS1146**

Credit: 0.5 credits each semester Graduation Requirement: ELA

This course equips students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence collection skills. Student writing assignments focus on exploring thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. ELD 11, using iLit, serves as a foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

ENGLISH 11 A/B GR **HS1184/HS1185**

Credit: 0.5 credits each semester Graduation Requirement: ELA

The purpose of English 11 GR is to develop critical literary thinkers and effective writers. Through the use of Essential Questions, you will analyze and evaluate a wide variety of fiction and nonfiction selections. You will be challenged to improve your skills in a variety of writing assignments, refining your knowledge of grammar, proofreading, and revision rules. You will learn to use higher-level thinking skills to go beyond simple comprehension of the assigned texts. You will grow in your ability to analyze and evaluate information in literary and informational texts.

ENGLISH 11 A/B **HLDG1005/ HLDG1006**

Credit: 0.5 credits each semester Graduation Requirement: ELA

The purpose of English 11 is to develop critical literary thinkers and effective writers. Through the use of Essential Questions, you will analyze and evaluate a wide variety of fiction and nonfiction selections. You will be challenged to improve your skills in a variety of writing assignments, refining your knowledge of grammar, proofreading, and revision rules. You will learn to use higher-level thinking skills to go beyond simple comprehension of the assigned texts. You will grow in your ability to analyze and evaluate information in literary and informational texts.

ENGLISH 12 A/B CP **HS1162/HS1163,** *SGI1141/SGI1142*

Credit: 0.5 credits each semester Graduation Requirement: ELA

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

ENGLISH LANGUAGE DEVELOPMENT ELD 12 A/B CP **HS1147/ HS1148**

Credit: 0.5 credits each semester Graduation Requirement: ELA

This course equips students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers explanatory and argumentative writing, poetry, informational texts, including articles, websites, videos, memoirs, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, prediction, and evidence collection skills. Student writing assignments focus on supporting claims, author's purpose, descriptive details, sentence variety, and tone. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of the English language. ELD 12, using iLit, serves as a foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

ENGLISH 12 A/B GR **HS1186/HS1187**

Credit: 0.5 credits each semester Graduation Requirement: ELA

Textbook: Skyrocket Reader. The goal of the English 12 GR course is to equip students with important reading comprehension, analytical, critical thinking, and writing skills through studies of various fictional and nonfictional works. Each workbook aims to grow a student's understanding of a literary concept, skill, or genre. In Semester A, the student will study Medieval literature (looking at the features of an epic and epic hero, characterization, Medieval warrior culture, etc.), 14th century literature (understand Chaucer and Canterbury Tales, rhyme, rhythm, the role of the church, etc.), Renaissance literature (how language and arts evolved during this time, features of poetry, figurative language, sound devices, etc.), and satirical literature (understand the purpose and features of satire, irony types, diction, etc.). For the final unit, the student will dive deeper into their semester reading of Macbeth via deep analysis of its themes, the figure of Macbeth as a tragic hero, the role of fate and ambition, and so forth. In Semester B, the student will explore the Romantic Movement (the impact of Industrialism, how Romantic ideals acted as a reaction to this change, poetry features, etc.), Victorian period (intro into Gothic literature style, role of monologues, etc.), 20th Century (going over the qualities of Modernism, analyzing Modernist works, etc.), and the World Wars (historical context and impacts of both World Wars on society, literature, etc.). In the final unit, students will bring everything they learned together through a culminating project. Within the unit, the lessons provide students the foundations for growth via teaching of relevant vocabulary, grammar and punctuation rules, background context, guided practice, performance tasks, checks for understanding, and more.

ENGLISH 12 A/B **HLDG1007/ HLDG1008**

Credit: 0.5 credits each semester Graduation Requirement: ELA

This course is designed to hone and enhance students' language skills by focusing on developing reading, writing, listening, and speaking skills. By focusing on concepts, such as breaking down a prompt or annotating a text piece,

this curriculum will help students deepen their critical thinking and grow their proficiency in academic and professional communication. The goal of the English 12 course is to equip students with important reading comprehension, analytical, critical thinking, and writing skills through studies of various fictional and non-fictional works. Each workbook aims to grow a student's understanding of a literary concept, skill, or genre. In Semester A, the student will study Medieval literature (looking at the features of an epic and epic hero, characterization, Medieval warrior culture, etc.), 14th century literature (understand Chaucer and Canterbury Tales, rhyme, rhythm, the role of the church, etc.), Renaissance literature (how language and arts evolved during this time, features of poetry, figurative language, sound devices, etc.), and satirical literature (understand the purpose and features of satire, irony types, diction, etc.). For the final unit, the student will dive deeper into their semester reading of Macbeth via deep analysis of its themes, the figure of Macbeth as a tragic hero, the role of fate and ambition, and so forth. In Semester B, the student will explore the Romantic Movement (the impact of Industrialism, how Romantic ideals acted as a reaction to this change, poetry features, etc.), Victorian period (intro into Gothic literature style, role of monologues, etc.), 20th Century (going over the qualities of Modernism, analyzing Modernist works, etc.), and the World Wars (historical context and impacts of both World Wars on society, literature, etc.). In the final unit, students will bring everything they learned together through a culminating project. Within the unit, the lessons provide students the foundations for growth via teaching of relevant vocabulary, grammar and punctuation rules, background context, guided practice, performance tasks, checks for understanding, and more**.**

• ONLINE COURSES •

ENGLISH 9 A/B CP **HSED1001/ HSED1002**

Credit: 0.5 credits each semester Graduation Requirement: ELA

Course Provider: Edmentum. English 9 introduces the elements of writing poems, short stories, plays, and essays. Grammar skills are enhanced by the study of sentence structure and style and by student composition of paragraphs and short essays. Topics include narration, exposition, description, argumentation, punctuation, usage, spelling, and sentence and paragraph structure.

ENGLISH 10 A/B CP **HSED1003/ HSED1004**

Credit: 0.5 credits each semester Graduation Requirement: ELA

Course Provider: Edmentum. English 10 focuses on using personal experiences, opinions, and interests as a foundation for developing effective writing skills. Skills acquired in English 9 are reinforced and refined. Literary models demonstrate paragraph unity and more sophisticated word choice. A research paper is required for completion of the course. Topics include grammar, sentence and paragraph structure, organizing compositions, and writing a research paper.

ENGLISH 11 A/B CP **HSED1005/ HSED1006**

Credit: 0.5 credits each semester Graduation Requirement: ELA

Course Provider: Edmentum. English 11A explores the relation between American history and literature from the colonial period through the realism and naturalism eras. English 11B explores the relation between American history and literature from the modernist period through the contemporary era and presents learners with relevant cultural and political history. Readings are scaffolded with pre-reading information, interactions, and activities to actively engage learners in the content. The lessons in both semesters focus on developing grammar, vocabulary, speech, and writing skills.

ENGLISH 12 A/B CP **HSED1007/ HSED1008**

Credit: 0.5 credits each semester Graduation Requirement: ELA

Course Provider: Edmentum. English 12 emphasizes the study of literature in the context of specific historical periods, beginning with the Anglo-Saxon and medieval periods in Britain. Each lesson includes tutorials and embedded lesson activities that provide for a more engaging and effective learning experience. Semester B covers the

romantic, Victorian, and modern eras. End of unit tests ensure mastery of the concepts taught in each unit, and exemptive pretests allow students to focus on content that they have yet to master.

• *Mathematics* •

ADVANCED ALGEBRA WITH TRIGONOMETRY **HLDG2005/2006**

Credit: 0.5 credits each semester Graduation Requirement: Mathematics

This course expands the mathematical content of Algebra I and Geometry. Review of those concepts should be integrated throughout the course. Emphasis should be placed on abstract thinking skills, the function concept and the algebraic solution of problems in various content areas. Content areas emphasized include: The solution of systems of quadratic functions, logarithmic and exponential functions. Progressions, sequences, series and the binomial theorem. The complex number system. Right and oblique triangle trigonometry.

ALGEBRA 1 A/B CP **HS2040/HS2041**, *SGI1102/SGI1103*

Credit: 0.5 credits each semester Graduation Requirement: Mathematics

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

ALGEBRA 1 A/B CP **HS2075/HS2076**

Credit: 0.5 credits each semester Graduation Requirement: Mathematics

In Algebra 1A students begin their study by exploring one-variable statistics. They gather and display data, and interpret statistical results. From here, students transition to expanding their understanding of linear equations, inequalities, and systems. They write rearrange, evaluate, and solve equations and inequalities fluently; explain or validate their reasoning; use multiple representations to model relationships and constraints; write and graph equations in different forms; and reason abstractly about real-world situations. Finally, students study two variable statistics. They create scatter plots and their lines of best fit, use residuals and the correlation coefficient, interpret data, and differentiate between correlation and causation. In Algebra 1B, students begin with the study of functions. They represent, interpret, and communicate about functions—using function notation, domain and range, average rate of change, and other features of their graphs They encounter several families of functions, including linear, exponential, quadratic, piecewise-defined, and absolute value. Students extend their ability to use equations to model relationships and solve problems. They develop their capacity to write, transform, graph, and solve equations—by reasoning, rearranging equations into useful forms, and applying the quadratic formula. Students investigate real-world and mathematical contexts, examine the structural attributes of the function, and express the function using multiple representations.

ALGEBRA 1A/B **HLDG2001/ HLDG2002**

Credit: 0.5 credits each semester Graduation Requirement: Mathematics

In Algebra 1, students begin their study by exploring algebraic expressions and relationships between quantities. Students transition to building their understanding of linear equations and inequalities involving one and two variables. They use expressions, equations, and inequalities to represent relationships between known and unknown quantities from both mathematical and real-world situations. Students use multiple representations to model relationships and constraints, write and graph equations in different forms, and reason abstractly about real-world

situations. Students continue their study by exploring functions. They build their understanding of functions by analyzing graphs, linear functions, and comparing and modeling with linear functions. They continue their study by exploring exponential functions and how to represent an exponential function with an equation, table, and graph. Students will develop their understanding of exponential growth and decay, problem solving with compounding, and comparing linear and exponential models. Students continue their study by exploring polynomial operations and quadratic equations. Finally, students wrap up their study by exploring quadratic functions, and become proficient in solving functions, graphing functions, and choosing the best model for a quadratic function.

ADVANCED ALGEBRA WITH TRIGONOMETRY A/B CP **HS2045/HS2046**, *SGI1109/SGI1110*

Credit: 0.5 credits each semester Graduation Requirement: Mathematics

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

GEOMETRY A/B CP **HS2038/HS2039**, *SGI1105/SGI1106*

Credit: 0.5 credits each semester Graduation Requirement: Mathematics

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

GEOMETRY A/B GR **HS2089/HS2090**

Credit: 0.5 credits Graduation Requirement: Mathematics, Elective

Textbook: *Geometry* (Pearson). In the first semester of Geometry, students will begin by reviewing geometry nomenclature identify various geometric figures. Students will become proficient in naming, labeling, and drawing common figures that are used in geometry. Students will learn different methods to measure shapes and apply skills from algebra to solve for missing measurements. In the second semester of Geometry, students will review the geometry and algebra of circles by understanding the vocabulary used to discuss circles as well as finding measures of radius, diameter, circumference, and area given any measure of a circle. This knowledge will be expanded by calculating arc lengths and the area of a sector, and utilizing tangents and chords to find segment lengths and angle measures.

GEOMETRY A/B **HLDG2003/HLDG2004**

Credit: 0.5 credits each semester Graduation Requirement: Mathematics

In Geometry, students will begin by reviewing geometry nomenclature and identify various geometric figures. Students will become proficient in naming, labeling, and drawing common figures that are used in geometry. Students will learn different methods to measure shapes and apply skills from algebra to solve for missing measurements. In Non-A-G Geometry, students will review the geometry and algebra of circles by understanding the vocabulary used to discuss circles as well as finding measures of radius, diameter, circumference, and area given any measure of a circle. This knowledge will be expanded by calculating arc lengths and the area of a sector, and utilizing tangents and chords to find segment lengths and angle measures.

• ONLINE COURSES •

ALGEBRA 1 A/B CP **HSED2001/ HSED2002**

Credit: 0.5 credits each semester Graduation Requirement: Mathematics

Course Provider: Edmentum. Algebra I advances the ability of students to think algebraically, taking them from middle school work with variables and linear equations to the exploration of non-linear function types and more advanced calculations with variable expressions. Students will work with expressions, equations, inequalities, and functions. The course places considerable emphasis on identifying key features of functions in various forms, such as graphs, tables, and equations. It also fosters an understanding of functions as relationships that help people in many walks of life calculate and plan. The course brings these concepts to students in many forms, including interactive graphing, videos of solving problems, and many practice items.

ALGEBRA 2 A/B CP **HSED2005/ HSED2006**

Credit: 0.5 credits each semester Graduation Requirement: Mathematics

Course Provider: Edmentum. Algebra 2 advances students' ability to think algebraically, taking their earlier work with linear, exponential, and quadratic equations and expanding on it with polynomials and more advanced equation types. Students will work with rational, radical, logarithmic, inverse, and piecewise functions. They will also extend their studies to include systems of equations and inequalities, trigonometry, complex numbers, and statistics. The course emphasizes using these algebraic concepts to solve problems and help people in many walks of life. The course employs many tools to teach students these concepts, including interactive graphing, videos that walk through problems, and many practice items.

GEOMETRY A/B CP **HSED2003/ HSED2004**

Credit: 0.5 credits each semester Graduation Requirement: Mathematics

Course Provider: Edmentum. Geometry provides a comprehensive examination of geometric concepts. Each lesson provides thorough explanations and builds on prior lessons. Step-by-step instruction and multiple opportunities for self-check practice develop skills and confidence in students as they progress through the course. The course features animations, which allow students to manipulate angles or create shapes, such as triangles, engage students in learning and enhance mastery. Labs extend comprehension by giving students hand-on experiences.

PRECALCULUS A/B CP **HSED2007/ HSED2008**

Credit: 0.5 credits each semester Graduation Requirement: Mathematics

Course Provider: Edmentum. Precalculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where students manipulate functions and their graphs. Precalculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students are introduced to polar coordinates, parametric equations, and limits.

PROBABILITY AND STATISTICS A/B CP **HSED2023**

Credit: 0.5 credits Graduation Requirement: Mathematics

Course Provider: Edmentum. In Probability and statistics, students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.

• *Social Science* •

CIVICS **HLDG3005**

Credit: 0.5 credits Graduation Requirement: Social Science

This course will apply knowledge gained in previous social studies classes to pursue a deeper understanding of the institutions of American government. It focuses on the American political system, including the Constitution, the three branches of government and the election process. Beyond studying the United States, students will also draw comparisons between different systems of government in the world today. As part of their civic education, this course prepares students to vote, reflect on the responsibilities of citizenship and to participate in community activities.

ECONOMICS CP **HS3058**

Credit: 0.5 credits Graduation Requirement: Social Science

Textbook: *Common Sense Economics,* Certell Digital Textbook certell.org The goal of studying economics is to ensure that students make reasoned judgments about both personal and economic questions and understand economic policy. The course objective is to develop an economic way of thinking and problem solving in order to understand and apply basic economic principles to decisions made by consumers, businesses, our federal government, and participants in the global marketplace. Unit 1 will introduce students to the basic concepts of economics, while Units 2 and 3 will cover micro and macroeconomics, looking at individuals, businesses, and the national economy as whole. Unit 4 will introduce students to the Federal Reserve's Invest in What's Next: Life After High School program. Students will research potential degrees and training in their post-secondary lives. Unit 5 takes a look at the world's economic globalization. Each unit has performance tasks related to current events by topic. Students will complete two economic projects throughout this course.

ECONOMICS GR **HS3051**

Credit: 0.5 credits Graduation Requirement: Social Science

Textbook: *Understanding Economics,* McGraw Hill This course provides an introduction to economics, a social science that studies the workings of an economy and people's role within it. It covers economic systems, choices available within those systems, and their importance in understanding the changing world. It explores various global economies in comparison to the American economy, emphasizing the free enterprise system. The laws of supply and demand are examined, along with their influence on competition, prices, and consumer behavior. The study of businesses highlights their contribution to the economy and how supply and demand laws affect worker wages and skills. The course also covers money, including its history, transfer, and impact, as well as monetary policy and the role of the Federal Reserve System in maintaining stability. Personal finance is integrated throughout to connect these topics to individual financial situations and goals. Lastly, banking, financial intermediaries, saving, and investing are explored, along with the importance of government spending, taxes, and investment in supporting federal programs. The course provides guidance on becoming a smart consumer and making sound financial decisions.

ECONOMICS **HLDG3006**

Credit: 0.5 credits Graduation Requirement: Social Science

This course provides an introduction to economics, a social science that studies the workings of an economy and people's role within it. It covers economic systems, choices available within those systems, and their importance in understanding the changing world. It explores various global economies in comparison to the American economy, emphasizing the free enterprise system. The laws of supply and demand are examined, along with their influence on competition, prices, and consumer behavior. The study of businesses highlights their contribution to the economy and how supply and demand laws affect worker wages and skills. The course also covers money, including its history, transfer, and impact, as well as monetary policy and the role of the Federal Reserve System in maintaining stability. Personal finance is integrated throughout to connect these topics to individual financial situations and goals. Lastly, banking, financial intermediaries, saving, and investing are explored, along with the importance of government

spending, taxes, and investment in supporting federal programs. The course provides guidance on becoming a smart consumer and making sound financial decisions.

PERSONAL FINANCE **HS2030**

Credit: 0.5 credits Graduation Requirement: Social Science, Financial Education

Textbook: *Mathematics with Business Applications* (McGraw-Hill). Students in this course will learn and apply mathematical skill to the areas of employment, banking, credit, transportation, housing, personal finance, insurance, shopping, taxes and investments. The main purpose of this course is to provide opportunities for students to develop those skills necessary to function in practical and real-life situations. This course also prepares students for success in the Business Math course.

U.S. GOVERNMENT **HS3070**

Credit: 0.5 credits Graduation Requirement: Social Science

Textbook: *Civics: Participating in Government* (Prentice Hall). In this course, students will survey the scope of our government from its beginnings in early America, to its development, adaptation, structure, functions, and ultimately, its relevance in our democratic society. Students will learn about the foundations and unique characteristics of our democracy through reading original and transcribed founding documents, including, but not limited to: The Declaration of Independence, Articles of Confederation, and the US Constitution. Students will examine the branches of the federal government and how they uphold the ideals regarding separation of powers and checks and balances. Influenced by Enlightenment philosophers, students will also analyze how the authors of the Constitution, a living document, drafted it in such a way as to allow for its adoption and application throughout the centuries. Students will also review key important Supreme Court cases and how they changed or helped create legislation protecting Americans' civil rights. Different levels of national, state and local governments along with the public services provided and public interests of their constituents will also be examined more closely, by students. They will also trace the election process and learn how public opinion can influence the government and its officials. Throughout this academic undertaking, students should be able to better comprehend the importance of active civic participation in this representative republic, the United States. In finishing this course, students will compare "American" democracy with other democracies/ governments around the world, in the hope that they can distinguish similarities and differences, as well as understand United States engagement in foreign affairs.

U.S. GOVERNMENT CP **HS3050**

Credit: 0.5 credits Graduation Requirement: Social Science

Textbook: *Civics: Participating in Government* (Prentice Hall). In this course students will survey the scope of American Government from its early beginnings to its development of checks and balances on power in the legislative, executive, and judicial branches. Through the use of primary sources and current topical events, students will understand how to better navigate and comprehend the importance of civic participation in the United States and how policies have shaped the country and its people. Most importantly, students will have a better grasp of American government and its part in shaping the nation's future.

U.S. HISTORY A/B CP **HS3043/HS3044**

Credit: 0.5 credits each semester Graduation Requirement: Social Science

Textbook: *United States History: Post-Reconstruction to the Present* (Pearson). Students will explore historical events and eras through the use of maps, timelines, and source documents. Key figures in American history are featured throughout this course. Students are encouraged to make connections between the past and events taking place today.

U.S. HISTORY A/B CP **HLDG3003/ HLDG3004**

Credit: 0.5 credits each semester Graduation Requirement: Social Science

In this course, students study the major turning points in American history in the twentieth century. Students will begin with a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals. They will build upon their world history studies in tenth grade to explore the role of the U.S. in global industrialization,

including the social and cultural effects. Students will trace the change in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power. This course will include topics such as the American Revolution and Constitution; Westward Expansion, Civil War and Reconstruction; Industrialization, Urbanization, and Immigration; Imperialism and World War I; the Roaring Twenties, and concluding with the Great Depression and New Deal. Students will consider the major social problems of our time and trace their causes in historical events with a special emphasis on the expanding role of the federal government. Through this course, students will understand that our rights under the U.S. Constitution are a precious inheritance that depends on educated citizens.

WORLD STUDIES A/B CP **HS3040/HS3041**

Credit: 0.5 credits each semester Graduation Requirement: Social Science

Textbook: *Modern World History: Patterns of Interaction* (McDougal Littell). This course will discuss how life in Eastern and Western Europe has changed throughout history, and students will look at the key events that helped to shape our culture today. Students will trace the rising and falling of various world empires and how each helped to shape the world today. They will follow the struggle for human rights of individuals throughout time and discuss the growth of living documents, like the Constitution of the United States. Students will also explore the history and influence of Asian, European, South American, and African countries and how they have impacted the world.

WORLD STUDIES A/B CP (2022) **HS3060/HS3061**

Credit: 0.5 credits each semester Graduation Requirement: Social Science

Semester A begins with a recap of ancient civilizations, the rise of religions and the creation of empires. This starts with a review of early Asian, African, and European cultures along with explorations of the Americas, the influences of the Renaissance and Enlightenment (1500s), and its ideals that caused social and political shifts in thought worldwide. The course looks at the rise of imperialism and colonialism, the nations' struggles with growing pains (1600s) and individual rights, conflicts and revolutions (1700s), and it concludes with the world rise of industrialization, civil wars, labor issues, and capitalism's influence on countries' and territories' growth and expansion (1800s). Each unit's background and task information and activities will attempt to connect the past to the present through a series of current event "quick writes" and engaging tasks. Through this interactive component, students should gain a better understanding of how countries' past decisions and actions have led to present situational accomplishments and crises around the world. Semester B begins with a view of continued imperialism and expanding capitalism as global trade further helps countries develop their empires in the 19th and 20th centuries. The review of the -isms that caused WWI, the global depression of the 20s and 30s, and its lead-in to rising nationalism in Germany, Japan, and Italy shifts power structures and politics towards a second World War. The course looks at the rise of communism and its satellite nations in the void left after WWII, then the change in ideologies and nuclear buildup of arsenals in the Cold War aftermath. Students will note the rise of communist and democratic tensions in varied parts of the world as it leads to the examination of geopolitics, globalization, and the rise of technology in the 21st century. Each unit's background and task information and activities will attempt to connect the past to the present through a series of current event "quick writes" and engaging tasks. Through this interactive component, students should gain a better understanding of how countries' past decisions/actions have led to present situational accomplishments and crises around the world. Ultimately, World History B's multimedia project will be a topic concerning a world problem/issue (student choice) and its proposed solutions.

WORLD STUDIES A/B **HLDG3001/ HLDG3002**

Credit: 0.5 credits each semester Graduation Requirement: Social Science

World History begins with a recap of ancient civilizations, the rise of religions and the creation of empires. This starts with a review of early Asian, African, and European cultures along with explorations of the Americas, the influences of the Renaissance and Enlightenment (1500s), and its ideals that caused social and political shifts in thought worldwide. The course looks at the rise of imperialism and colonialism, the nations' struggles with growing pains (1600s) and individual rights, conflicts and revolutions (1700s), and it concludes with the world rise of industrialization, civil wars, labor issues, and capitalism's influence on countries' and territories' growth and

expansion (1800s). Each unit's background and task information and activities will attempt to connect the past to the present through a series of current event "quick writes" and engaging tasks. Through this interactive component, students should gain a better understanding of how countries' past decisions and actions have led to present situational accomplishments and crises around the world.

• ONLINE COURSES •

ECONOMICS CP **HSED3006**

Credit: 0.5 credits Graduation Requirement: Social Science, Financial Education

Course Provider: Edmentum. This course covers basic economic problems such as scarcity, choice, and effective use of resources. It also covers topics on a larger scale such as market structures and international trade. It particularly focuses on the U.S. economy and analyzes the role of the government and the Federal Reserve System.

MATHEMATICS OF PERSONAL FINANCE A/B CP **HSED2024/HSED2025**

Credit: 0.5 credits each semester Graduation Requirement: Social Science, Financial Education **Course Provider:** Edmentum. Mathematics of Personal Finance explains how basic mathematical operations can be used to solve real-life problems. It addresses practical applications for math, such as wages, taxes, money management, and interest and credit. Projects for the Real World activities are included to promote cross-curricular learning and higher-order thinking and problem-solving skills. Students will explore how algebraic knowledge is connected to many financial situations, including investing, using credit, paying taxes, and shopping for insurance. In addition, the course will help prepare students to tackle the wide variety of financial decisions they will face in life, from setting up their first budget to planning for retirement.

U.S. GOVERNMENT CP **HSED3005**

Credit: 0.5 credits Graduation Requirement: Social Science

Course Provider: Edmentum. The interactive, problem-centered, and inquiry-based units in U.S. Government emphasize the acquisition, mastery, and processing of information. Semester A units include study of the foundations of American government and the American political culture, with units 2 and 3 covering the U.S. Constitution, including its roots in Greek and English law, and the various institutions that impact American politics.

U.S. HISTORY A/B CP **HSED3003/HSED3004**

Credit: 0.5 credits each semester Graduation Requirement: Social Science

Course Provider: Edmentum. This course not only introduces students to early U.S. history, but it also provides them with an essential understanding of how to read, understand, and interpret history. For example, the first unit, The Historical Process, teaches reading and writing about history, gathering and interpreting historical sources, and analyzing historical information. While covering historical events from the founding events and principles of the United States through contemporary events, the course also promotes a cross-disciplinary understanding that encourages a holistic perspective of U.S. history.

WORLD STUDIES A/B CP **HSED3001/HSED3002**

Credit: 0.5 credits each semester Graduation Requirement: Social Science

Course Provider: Edmentum. In World Studies, learners will explore historical world events with the help of innovative videos, timelines, and interactive maps and images. Learners will develop historical thinking skills and apply them to their study of European exploration, the Renaissance, the Reformation, and major world revolutions. They will also study World War I, World War II, the Cold War, and the benefits and challenges of living in the modern world.

• *Science* •

BIOLOGY A/B CP **HS4036/HS4037,** *SGI1180/SGI1181*

Credit: 0.5 credits each semester Graduation Requirement: Science

Textbook: *The Living Earth Biology* (Miller & Levine). In this course students focus on the knowledge and skills required to master the concepts of the relationships between organisms and their environment. Students will demonstrate their understanding and evaluation skills by using evidence, that is either gathered through lab investigations or researched, to explain their arguments with the support of models and mathematical representation. Performance tasks, labs, and summative assessments will evaluate how well students mastered the learning targets that focus on key processes and functions in the interdisciplinary relationships between core concepts in biology, physical science, chemistry, earth and space science, and engineering. The goal upon completing this course is for students to exercise their newly developed reasoning and analytical skills to achieve in their current and post-secondary academic coursework into any science or non-science discipline and to become a more science-minded, conscientious model for others to positively impact their community.

BIOLOGY A **HLDG4001**

Credit: 0.5 credits each semester Graduation Requirement: Science

Biology A introduces students to the foundational concepts of life science. Students will explore how living things are structured, how they function, and how they interact with their environment. Students will study the scientific method, the chemistry of life, cells, body systems, and genetics. Students will build skills in scientific inquiry by conducting investigations, analyzing data, modeling biological processes, and explaining scientific ideas clearly. By the end of the course, students will be able to: describe what makes something alive and how organisms are organized; use the scientific method to design and analyze investigations; explain the structure and function of macromolecules and their role in living systems; identify cell types, organelles, and processes such as photosynthesis and respiration; describe how human body systems maintain stability (homeostasis) explain how traits are inherited and how genetic variation occurs; connect biological concepts to real-world applications in health, environmental science, and biotechnology.

BIOLOGY B **HLDG4002**

Credit: 0.5 credits each semester Graduation Requirement: Science

Biology B focuses on ecosystems, population dynamics, natural selection, evolution, and human impacts on the environment. Students will study how living things interact, how populations grow and change, and how species adapt over time. Students will use evidence such as fossils, DNA, behavior, and comparative anatomy to explain evolutionary patterns. Students will also explore how human activities influence biodiversity, wildlife, and global sustainability. By the end of this course, students will be able to: explain how ecosystems function and how energy and matter move through them; analyze population size, growth patterns, and factors that influence population stability; describe natural selection, genetic variation, and the mechanisms that shape species; identify and evaluate evidence that supports evolution; analyze human impacts such as pollution, habitat loss, climate change, and overuse of resources; explore strategies to protect biodiversity and design solutions that reduce human impacts.

CHEMISTRY A/B **HLDG4003/HLDG4004**

Credit: 0.5 credits each semester Graduation Requirement: Science

Chemistry A/B covers key topics in matter, chemical reactions, energy, and real-world applications of chemistry. In Chemistry A, you'll build a strong foundation by learning how scientists work, how to stay safe in the lab, and how to measure and calculate using the right tools. Then, you will study what matter is made of, how atoms bond to form compounds, and how chemical reactions work. You'll also explore the periodic table and why elements behave the way they do. In Chemistry B, you'll apply what you've learned to real-world chemistry. Then, you will calculate amounts in chemical reactions (stoichiometry), study gases and solutions, and understand how acids, bases, and pH affect everyday life. You'll also explore how energy moves in chemical and nuclear reactions. Across both semesters,

you will use experiments, models, and projects to build your understanding of how scientific concepts explain the world around you.

EARTH SCIENCE **HS4016/HS4017,** *SGI1165/SGI1166*

Credit: 0.5 credits each semester Graduation Requirement: Science

Textbook: *Earth Science* (Holt). Students will be introduced to the field of earth science, be familiar with maps, and be acquainted with the concepts of rock and mineral composition, plate tectonics, and earthquakes. Students will be challenged to demonstrate their learning at different thinking levels such as interpretation, prediction, analysis, and evaluation. Earth Science is valuable as an exploratory course for those interested in the scientific field or for those students seeking to increase their understanding of the Earth. At the end of each unit there is a virtual laboratory assignment.

PHYSICS A/B **HLDG4007/ HLDG4008**

Credit: 0.5 credits each semester Graduation Requirement: Science

In this Physics course, you will learn how and why objects move, how forces act on them, and how energy flows through the world around you. You will study motion, speed, velocity, acceleration, and Newton's Laws to understand how forces cause changes in movement, and you will explore momentum, collisions, work, power, and how simple machines make tasks easier. You will also learn about different forms of energy, energy conservation, and how heat moves between objects in thermal systems. As you continue, you will investigate waves, sound, and light, including how waves carry energy and how lenses, mirrors, and other tools help us see. You will study electricity and circuits, magnetism, electromagnets, and induction to understand how electrical energy is produced and used, and you will learn about atomic structure, nuclear reactions, and how engineers use physics to solve real-world energy problems. By the end of this course, you will be able to describe motion, explain forces, analyze energy flow, and understand how waves, electricity, and atomic energy shape everyday technology and natural systems.

• ONLINE COURSES •

BIOLOGY A/B CP **HSED4001/HSED4002**

Credit: 0.5 credits each semester Graduation Requirement: Science

Course Provider: Edmentum. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems. Each lesson includes one or more inquirybased activities that can be performed online within the context of the lesson.

BIOLOGY WITH VIRTUAL LABS A/B CP **HSED4007/HSED4008**

Credit: 0.5 credits each semester Graduation Requirement: Science

Course Provider: Edmentum. This inquiry- and virtual-lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets Next Generation Science Standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a number of virtual lab activities in which students will exercise experimental design, data analysis, and data interpretation skills while working through a simulated laboratory situation.

CHEMISTRY A/B CP **HSED4009/HSED4010,** *SGI4007/SGI4008*

Credit: 0.5 credits each semester Graduation Requirement: Science

Course Provider: Edmentum. This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets Next Generation Science Standards associated with high school chemistry along with additional concepts and standards typically included in a full-year high school chemistry course. Content topics include atoms and elements, chemical bonding, chemical reactions, quantitative chemistry, molecular-level

forces, solutions, and energy and changes in matter. It also addresses additional concepts and standards typically included in a full-year high school chemistry course, including molar concentrations, acid-base reactions, advanced stoichiometry, gas laws, and organic compounds. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities.

EARTH SCIENCE A/B **HSED4005/HSED4006**

Credit: 0.5 credits each semester Graduation Requirement: Science

Course Provider: Edmentum. This course is a study in the structure of Earth and the planet's role in the solar system and the universe. Students will use observations, historical data, and physical evidence to describe the natural processes that occur around them and in distant space. The course covers topics such as the Sun-Earth-Moon system, plate tectonics, interactions between Earth's subsystems, and weather and climate. Using scientific inquiry, the course prepares students to think critically and responsibly, helping them devise solutions for preserving Earth and its systems.

ENVIRONMENTAL SCIENCE A/B CP **HSED4019/HSED4020,** *SGI1163/SGI1164*

Credit: 0.5 credits each semester Graduation Requirement: Science

Course Provider: Edmentum. This course is designed to introduce students to the history of environmental science in the United States, ecological interactions and succession, environmental change, adaptation, and biogeochemical cycles. Students will learn about the importance of environmental science as an interdisciplinary field. They will describe the importance of biodiversity to the survival of organisms and learn about ecological pyramids. They will discuss the effects of climate change and explore different types of adaptation. They will describe the steps of the water cycle and discuss how carbon, oxygen, nitrogen, and phosphorous cycle in the global environment.

PHYSICS A/B CP **HSED4011/HSED4012,** *SGI1182/SGI1183*

Credit: 0.5 credits each semester Graduation Requirement: Science

Course Provider: Edmentum. Physics introduces students to the physics of motion and to the properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.

EARTH AND SPACE SCIENCE A/B CP **HSED4013/HSED4014**

Credit: 0.5 credits each semester Graduation Requirement: Science

Course Provider: Edmentum. In semester A, students will explore some of the practices and tools used by Earth and space scientists. They'll describe and apply the steps of the scientific method and study how scientists communicate scientific data. They'll learn the important roles that modeling and mathematics have in science. Students will build a scale model that depicts the size of the solar system and the planets within it, analyze dominant theories about the formation of the universe to describe how stars, galaxies and terrestrial objects came into being, and create a model using real-time data to describe the oceans' tides and learn how the patterns are linked to the Sun-Earth-Moon system. Students will compare the planets in our solar system and explain their behavior using Kepler's and Newton's laws for planetary motion. Students will demonstrate how Earth's early oceans and life-forms co-evolved with the atmosphere. They will look at the emergence of the first life on Earth, how the layers of Earth formed, and how the fossil record has contributed to the historical timeline of Earth's development. Finally, they'll use a variety of dating methods to construct an accurate history of the Earth, and they'll model Earth as an interaction of several subsystems (biosphere, atmosphere, hydrosphere, and geosphere) that exchange matter and energy. In semester B, students will be examining and comparing the appearance and composition of rocks and minerals. They'll describe how rocks continually change through the rock cycle, learning about convection currents and tectonic activity inside Earth that are responsible for the formation of Earth's geologic features, and using tectonic theories to explain the phenomena

of continental drift, seafloor spreading and the origin of Earth's magnetic field. Students will focus on the interactions of the subsystems of Earth: hydrosphere, atmosphere, biosphere, and geosphere. They'll model how Earth's hydrosphere (water) interacts with the other subsystems, demonstrate the processes of weathering and erosion and their impact on society, and create models to analyze the role of fluids in the formation of the geosphere and identify changes in Earth's atmosphere since it first formed. Learners will study the discovery, extraction, uses, and disposal of natural resources and compare the costs of energy resources and predict the negative impacts that human activity can have on the natural cycles of Earth. They'll also describe the causes of pollution in Earth's fluid subsystems and propose cost-effective methods for mitigating pollution and use models and mathematics to forecast the effects of climate change on Earth's ecosystems.

•*Fine Arts* •

ART HISTORY A/B CP **HS6009/HS6010**

Credit: 0.5 credits each semester Graduation Requirement: Fine Arts, Career Ed

Textbook: *Art in Focus* (McGraw-Hill). These courses will introduce students to the building blocks of visual art: aesthetic elements and principles. The courses survey prehistoric art, as well as arts of the Mediterranean cultures, Asia and Africa. Students will learn that the evolution of our common visual vocabulary is not an irrelevant artifact of the past but rather an evolving language that we use every day. Students will understand how artists throughout human history and varied cultures have employed visual elements and principles to create unique and effective works of art.

ART HISTORY A/B **HLDG6001/HLDG6002**

Credit: 0.5 credits each semester Graduation Requirement: Fine Arts/CTE

Students will have a strong foundation in observing, interpreting, critiquing, discussing and producing art. They will have gained experience in creating expressive two- and three-dimensional works of art using a variety of media. Each student will compile examples of their work to display in a portfolio that highlights their current technical level and demonstrates their growth. Students will understand the role of visual arts throughout history and across the world. They will understand the power of art to communicate ideas and influence opinions. Students will be able to analyze their own work and that of other artists and critique works using content specific vocabulary. They will be able to verbally articulate their technical and creative process to their peers while recognizing strengths and areas for potential growth within their own work. At the end of the yearlong course students will be fluent in art specific vocabulary, able to create, analyze, and judge works of art, knowledgeable about the importance of art within various cultures, and prepared to apply the skills they have practiced throughout the year to multiple artistic careers.

ARTS AND CRAFTS A/B **HSAC01/HSAC02**

Credit: 0.5 credits each semester Graduation Requirement: Fine Arts, Career Ed

Textbook: *Introducing Art* (McGraw-Hill). This course focuses on the elements of art and the color wheel. Students eventually progress to learning about the principles of art and how to apply them to various works of art. Students will learn about various artists and their crafts, and students will mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, the student will have gathered a portfolio of artwork that they will share with their instructor for evaluation.

BASIC DRAWING **HS6011**

Credit: 0.5 credits Graduation Requirement: Fine Arts, Career Ed

Textbook: *Draw Squad* (Touchstone).This course explores a variety of techniques, materials and visual exercises that will provide the student with a solid background for most art courses where the ability to draw is essential. Students will learn techniques to produce 120 different sketching projects while maintaining a drawing journal throughout the course.

CARTOONING **HS6012**

Credit: 0.5 credits Graduation Requirement: Fine Arts, Career Ed

Textbook: *Everything You've Ever Wanted to Know About Cartooning But Were Afraid to Draw* (Watson-Guptill). This course consists of a series of drawing exercises giving students the opportunity to explore the art and craft of cartooning and develop creative solutions for its many inherent challenges. The course is particularly designed for students who really enjoy drawing. Students who enroll in this course will receive an art material kit.

INTRODUCTION TO CARTOONING **HLDG6005**

Credit: 0.5 credits Graduation Requirement: Fine Arts/CTE

This Introduction to Cartooning course introduces students to the fundamentals of character and scene design, starting with shape language and its role in creating compelling characters. Students will progress to drawing diverse body types and dynamic poses, emphasizing both realism and exaggeration to enhance action and expression. They will also learn to design backgrounds using various perspectives and composition principles, improving their ability to create engaging scenes. Finally, students will explore different art styles, learning techniques from popular shows to develop versatility and efficiency as cartoonists.

INTRODUCTION TO PLAYS AND THEATER CP **HS6031**

Credit: 0.5 credits Graduation Requirement: Fine Arts, Career Ed

Drama: *A Raisin in the Sun* by Lorraine Hansberry, *Cyrano de Bergerac* by Edmond Rostand, *The Miracle Worker* by William Gibson, *Pygmalion* by George Bernard Shaw. **Film:** *Roxanne* (1987), *The Miracle Worker* (1962), *My Fair Lady* (1964). Introduction to Plays and Theater is the study of drama, a story that is written to be performed in front of an audience. In this course, students will learn the techniques involved in writing drama, including setting, plot, character development, conflict, props, play structure, dialogue, symbolism, and theme.

VISUAL ARTS A/B CP **HS6014/HS6015**

Credit: 0.5 credits each semester Graduation Requirement: Fine Arts, Career Ed

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

• ONLINE COURSES •

ART HISTORY AND APPRECIATION CP **HSED6018**

Credit: 0.5 credits Graduation Requirement: Fine Arts, Career Ed

Course Provider: Edmentum. This course explores the main concepts of art, expression, and creativity as it helps students answer questions such as what is art; what is creativity; and how and why people respond to art. It covers essential design principles such as emphasis, balance, and unity. Units include Art History and Culture; Western and World Art Appreciation; and Art and the Modern World.

DIGITAL AND INTERACTIVE MEDIA A/B CP **HSED9058/HSED9059**

Credit: 0.5 credits each semester Graduation Requirement: Fine Arts, Career Ed

Course Provider: Edmentum. This is an effective and comprehensive introduction to careers in the rapidly expanding world of digital art. The course covers creative and practical aspects of digital art in 15 lessons that are enhanced with online discussions and a variety of activities. Beginning with a history of digital art, the course goes on to issues of

design, color, and layout. While students will experience creation of digital art, they will also learn about converting traditional art to digital formats.

INTRODUCTION TO FASHION DESIGN CP **HSED9009**
Credit: 0.5 credits Graduation Requirement: Fine Arts, Career Ed
Course Provider: Edmentum. From components of fashion to haute couture to production, this course is focused on the practical aspects of career preparation in the fashion design industry. Online discussions and course activities require students to develop and apply critical thinking skills while the included games appeal to a variety of learning styles and keep students engaged.

INTRODUCTION TO VISUAL ARTS CP **HSED6016**
Credit: 0.5 credits Graduation Requirement: Fine Arts, Career Ed
Course Provider: Edmentum. This course is designed to enable all students at the high school level to familiarize themselves with different types of visual arts. The students will explore units in creativity and expression in art, elements of art, history of art, cultural heritage of art, drawing, printing, painting, graphic design and illustration, and multimedia.

MUSIC APPRECIATION CP **HSED9055**
Credit: 0.5 credits Graduation Requirement: Fine Arts, Career Ed
Course Provider: Edmentum. In Music Appreciation, students will explore the history and evolution of music, learn the elements of music and musical notations as well as the contributions of popular music artists and composers. A variety of lessons, activities, and discussions will help to develop an awareness and appreciation of music that will develop not only critical thinking skills, but life enriching skills as well.

PROFESSIONAL PHOTOGRAPHY A/B CP **HSED6019/HSED6020**
Credit: 0.5 credits each semester Graduation Requirement: Fine Arts, Career Ed
Course Provider: Edmentum. Few recent technical innovations have changed an industry as fundamentally as digital photography has changed everything about the way we capture our lives in the way we take, edit, store, and share pictures. The course combines 15 lessons with online discussions that promote the development of critical thinking skills as students explore digital photography as an enriching activity or a career.

THEATER, CINEMA, AND FILM PRODUCTION CP **HSED6017**
Credit: 0.5 credits Graduation Requirement: Fine Arts, Career Ed
Course Provider: Edmentum. This one-semester course explores what goes into the making of a theater and film production. The course has 14 lessons that focus on the pre-production, production, and post-production stages of theater and film productions. Students will be introduced to theater and film as well as different genres and subgenres. They will also learn about roles and responsibilities of the cast and crew, including the director, actors, screenplay writers, set designers, wardrobe stylists and costume designers, and makeup artists. The course also covers technical aspects, such as lighting and sound. Students will also learn about the influence of the audience on theater, cinema, and film production. The course combines a variety of content types, including lessons, activities, discussions, and games to keep students engaged as they discover the world of theater, cinema, and film production.

• Graduation Requirements •

DRIVER EDUCATION **HS80DE**
Credit: 0.5 credits Graduation Requirement: Elective
Textbook: *Responsible Driving* (McGraw-Hill). This course covers the material listed in the Driver Education course

but also includes driver awareness and safety films that cover information on automobile safety, maintenance and operation. This course provides only the in-class portion; the behind-the-wheel training must be taken through an outside program. Through this course, students should develop a strong sense of personal and social responsibility, effective habits of cooperation and pride in high standards of performance. First aid, public safety, accident prevention, narcotics, and alcohol are all studied in relation to driver education.

• *Physical Education/Health* •

HEALTH A **HS7020**

Credit: 0.5 credits Graduation Requirement: Physical Education/Health

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

HEALTH A **HS7045**

Credit: 0.5 credits Graduation Requirement: Elective

Textbook: *Health* (Prentice Hall). Health A will concentrate on the concepts of wellness, health risks, personality, mental health, self-esteem, and expression of emotions. Students will also be exposed to an understanding of stress, responses to stress, and stress management. Students will study family roles and changes in family structures which have occurred. Also explored in this course are human reproduction, heredity, and human development. This course shall conclude with lessons in nutrition, malnutrition, diet planning, and being a wise consumer regarding food choices.

PHYSICAL EDUCATION I/II **HS5001/HS5012**

Credit: 0.5 credits each semester Graduation Requirement: Physical Education/Health

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

PHYSICAL EDUCATION **HLDG5001**

Credit: 0.5 credits Graduation Requirement: Elective

Physical Fitness is one of the most crucial core concepts to building a healthy life. Most of the time physical fitness is seen as hard and rigorous physical activities such as running, doing push ups, crunches or other widely recognized workout activities, when in reality these are only components of it. By the end of this class, you will be able to recognize that physical activity is everywhere and many daily activities can be considered physical activity. This class is meant to show you how taking small steps towards a healthier lifestyle can benefit yourself in the long run significantly.

PHYSICAL EDUCATION 2 **HLDG5002**

Credit: 0.5 credits Graduation Requirement: Elective

Physical Education 2 will help you strengthen skills learned in Physical Education 1 as well as create a solid foundation role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities. All units will encourage you to identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.

PHYSICAL EDUCATION 3 **HLDG5003**

Credit: 0.5 credits Graduation Requirement: Elective

Physical Education 3 will help you reinforce skills learned in Physical Education 1 and 2, as well as gain understanding of aerobic activities and the benefits to your health. You will familiarize yourself with different careers in physical education and health. All units will encourage you to identify benefits of exercise, perform planned physical education related assignments, and assume leadership, by taking on the role of different healthcare jobs.

PHYSICAL EDUCATION 4 **HLDG5004**

Credit: 0.5 credits Graduation Requirement: Elective

Physical Education 4 will help you reinforce skills learned in Physical Education 1-3, as well as gain understanding of dance, swimming, weight training, outdoor activity, and social determinants of health. All units will encourage you to identify benefits of exercise, perform planned physical education related assignments, and assume leadership.

• ONLINE COURSES •

HEALTH A **HSED7003**

Credit: 0.5 credits Graduation Requirement: Physical Education/Health

Course Provider: Edmentum. This comprehensive health course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the semester. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health.

PHYSICAL EDUCATION I **HSED5001**

Credit: 0.5 credits Graduation Requirement: Physical Education/Health

Course Provider: Edmentum. Physical Education 1 includes getting active, improving performance, and lifestyle. Unit activities elevate students' self-awareness of their health and well-being while examining topics such as diet and mental health and exploring websites and other resources.

PHYSICAL EDUCATION 2 **HSED5002**

Credit: 0.5 credits Graduation Requirement: Physical Education/Health

Course Provider: Edmentum. This course guides students through an in-depth examination of the effects of exercise on the body. Students learn how to exercise efficiently and properly, while participating in physical activities and applying principles they've learned. Basic anatomy, biomechanics, physiology, and sports nutrition are all integral parts of this course. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

DRIVER EDUCATION CREDIT **HS80DEC**

Credit: 0.5 credits Graduation Requirement: Physical Education/Health

This course is designed to give students a broad understanding of the laws and practices they will need to drive a vehicle safely. By the end of the course, students will be familiar with how weather conditions, other drivers, and different traffic situations can be navigated safely and efficiently. In addition to general rules that govern all drivers in the United States, students will also learn rules specific to laws of the State of California. Upon completion of the entire course, students should be prepared to take their Class C California Driver's Test.

DRIVER EDUCATION **HLDG8002**

Credit: 0.5 credits Graduation Requirement: Elective

The Driver Education portion of this course is designed to teach the knowledge and skills necessary for students to become safe, qualified, defensive drivers. Special emphasis is placed on the all important mental aspects of driving, i.e.: emotions. The Career Exploration portion of this course provides an insight into the many and varied careers available today. The resume, job interview, and employment etiquette will be covered. Students will be given the opportunity to take career interest surveys.

• Computer Science•

COMPUTER PROGRAMMING 1A **HLDG2045**

Credit: 0.5 credits Graduation Requirement: Elective

Computer Programming A will introduce students to how computers, networks, and data work, and how to design and build programs from the ground up. Students will explore the systems that make technology work, learn how to break problems into smaller steps, and write code that solves problems or brings ideas to life. Students will also learn how to represent and share information clearly, and how to protect their work and their data. By the end of the semester, students will have the skills to create small programs, understand the systems they run on, and explain their work to others.

COMPUTER PROGRAMMING 1B **HLDG2046**

Credit: 0.5 credits Graduation Requirement: Elective

Computer Programming 1B builds upon the foundational coding skills learned in Computer Programming 1A by focusing on designing programs for real users, improving usability, and refining work through testing and feedback. Students explore human-computer interaction, the social and ethical impacts of technology, and responsible coding practices. Throughout the course, students will: Design user-friendly programs and refine them through user testing and feedback, apply proper use of libraries and understand licensing requirements for shared code, work collaboratively using online tools and version control platforms, evaluate how technology influences individuals, cultures, and societies, Identify and reduce bias in digital products and algorithms, Understand intellectual property, privacy, and ethical computing issues, compare emerging technologies to older systems and predict future impacts, and research technology-related careers and create a personal learning or portfolio plan. By the end of the course, students will be able to design, evaluate, and share computational artifacts that are fair, accessible, and aligned with professional and ethical standards in technology.

• ONLINE COURSES •

COMPUTER PROGRAMMING 1 A/B CP **HSED9075/HSED9076**

Credit: 0.5 credits each semester Graduation Requirement: Computer Science, Career Ed

Course Provider: Edmentum. Computer Programming combines engaging online and offline activities in a rigorous one-semester course for high school students who may be aspiring to technical careers. Building on lessons covering the software development life cycle and software development methodologies, the course uses online discussions, activities, and lessons to lead students through additional key topics such as quality control, system implementation, and maintenance and the increasingly important issue of system security.

PRINCIPLES OF INFORMATION TECHNOLOGY A/B CP **HSED9077/HSED9078**

Credit: 0.5 credits each semester Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. Building on the fundamentals learned in Information Technology 1A, this course takes the next steps in preparing learners for a career in information technology. Covering software, hardware, and implementation topics, the course also addresses the security and ethical issues that students will face in an IT career. Combining lessons, online and offline activities, and interactive discussions, the course will provide a practical yet cutting-edge look at the issues faced by leading IT professionals today and in the future.

HEALTH B **HS7021**

Credit: 0.5 credits Graduation Requirement: Career Education

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

HEALTH B **HS7046**

Credit: 0.5 credits Graduation Requirement: Career Education

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

21ST CENTURY MULTIMEDIA LITERACY **SGI9012**

Students will listen to a wide variety of podcasts to identify, explain, analyze, and evaluate common podcast production and storytelling elements and techniques. They will strengthen their speaking and listening skills through storytelling and interviewing. They will collaborate with their peers to conduct research and draft podcast outlines and scripts, developing and strengthening their writing as needed by planning, revising, editing, rewriting, or trying a new approach. They will record audio for their podcasts and use audio editing software to enhance the production quality with music and sound effects, ultimately producing and publishing podcast trailers and full-length episodes.

21ST CENTURY MULTIMEDIA LITERACY **HLDG9009**

Credit: 0.5 credits Graduation Requirement: Elective

In today's world, we are surrounded by media in many forms such as videos, posts, news, ads, podcasts, and more. This course will help you become a smarter and more confident media consumer and creator. You will learn how to find reliable information, break down messages to understand what they are really saying, and create your own original media projects. You will also explore how media impacts identity, shapes thinking, and can be used to create positive change in communities. By the end of the course, you will have the skills to navigate the media world with curiosity, confidence, and purpose.

• ONLINE COURSES •

HEALTH B **HSED7004**
Credit: 0.5 credits Graduation Requirement: Elective
Course Provider: Edmentum. This comprehensive health course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the semester. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health.

• World Language •

SPANISH 1 A/B **HLDG6101/ HLDG6102**
Credit: 0.5 credits each semester Graduation Requirement: World Language

In all Level I classes, the goal is basic, everyday communication and cultural awareness. Students will develop a solid foundation of vocabulary and language structure in listening, speaking, reading and writing.

SPANISH 2 A/B **HLDG6103/ HLDG6104**
Credit: 0.5 credits each semester Graduation Requirement: World Language

This class is recommended for non-native speakers of the Spanish language. This is an advanced study of the Spanish language involving studying the past and future tenses, plus commands and advanced vocabulary. Listening and speaking Spanish are emphasized at this level. Cultural presentations involve glimpses into the ancient civilization of the Americas as well as continuing exposure to the glories of classical Spain. The intent is to prepare students for bilingual society fluency as well as to satisfy the two years foreign language college entrance requirements.

• ONLINE COURSES •

FRENCH 1 A/B CP **HSED6009/HSED6010**
Credit: 0.5 credits each semester Graduation Requirement: World Language
Course Provider: Edmentum. These courses are based on a researched scope and sequence that covers the essential concepts of French. Class discussions provide an opportunity for discourse on specific topics in French. A key support tool is the Audio Recording Tool that enables students to learn a critical skill for French: listening and speaking. Beginning with learning personal greetings and continuing through practical communications exchanges, French 1B introduces students to the skills necessary to make the most of traveling to French-speaking countries.

FRENCH 2 A/B CP **HSED6011/HSED6012**
Credit: 0.5 credits each semester Graduation Requirement: World Language
Course Provider: Edmentum. Each of these semesters is designed to build on the principles mastered in French 1 and use a combination of online curriculum, electronic learning activities, and supporting interactive activities to fully engage learners. Unit pretests, post-tests, and end-of-semester tests identify strengths and weaknesses, helping to create a more personalized and effective learning experience. As with French 1, these courses emphasize practical communication skills while also building intercultural awareness and sensitivity.

GERMAN 1 A/B CP **HSED6021/HSED6022**
Credit: 0.5 credits each semester Graduation Requirement: World Language

Course Provider: Edmentum. German 1 A and B address two primary issues: providing a meaningful context that encourages learners to think in the target language as much as possible and introducing grammatical concepts without overreliance on grammatical analysis. German 1A focuses on communicating basic and practical greetings and personal information.

GERMAN 2 A/B CP **HSED6023/HSED6024**

Credit: 0.5 credits each semester Graduation Requirement: World Language

Course Provider: Edmentum. German 2 A and B tap into learners' latent interest in their cultural past, present, and future. These courses employ direct-instruction approaches, including application of the target language through activities. Each unit in the course includes a predefined discussion topic. These discussions provide an opportunity for discourse on specific topics in German.

SPANISH 1 A/B CP **HSED6001/HSED6002**

Credit: 0.5 credits each semester Graduation Requirement: World Language

Course Provider: Edmentum. Spanish is the most spoken non-English language in U.S. homes, even among nonHispanics, according to the Pew Research Center. There are overwhelming cultural, economic, and demographic reasons for students to achieve mastery of Spanish. Spanish 1A and B engage students and use a variety of activities to ensure student engagement and to promote personalized learning.

SPANISH 2 A/B CP **HSED6003/HSED6004**

Credit: 0.5 credits each semester Graduation Requirement: World Language

Course Provider: Edmentum. Spanish 2A and B utilize three assessment tools that are designed specifically to address communication using the target language: lesson activities, unit activities, and discussions. These tools help ensure language and concept mastery as students grow in their understanding and use of Spanish. Learning games specifically designed for language learning are used and can be accessed on a wide variety of devices.

SPANISH 3 A/B CP **HSED6005/HSED6006**

Credit: 0.5 credits each semester Graduation Requirement: World Language

Course Provider: Edmentum. Spanish 3A and B take a unique approach by setting the lessons in each unit in a specific Spanish-speaking locale, immersing students in the language and in a variety of Hispanic cultures and issues. For example, Unit 5 in Semester B includes a discussion of the environmental issues in Argentina. Concluding the three year cycle of Spanish courses, Spanish 3A and B effectively combine group and individual learning and offer activities and assessments to keep students engaged and on track.

• *Electives*•

ACADEMIC LANGUAGE DEVELOPMENT 1/2/3/4 **HLDG9001/ HLDG9002/ HLDG9003/ HLDG9004**

Credit: 0.5 credits Graduation Requirement: Elective

This course is designed to hone and enhance students' language skills by focusing on developing reading, writing, listening, and speaking skills. By focusing on concepts, such as breaking down a prompt or annotating a text piece, this curriculum will help students deepen their critical thinking and grow their proficiency in academic and professional communication.

ADVISORY 2.0 **HS90266**

Credit: 0.5 credits Graduation Requirement: Elective, Career Ed

This class has been introduced to address a growing need for structured support as students transition from traditional high school to Pathways. Many students have expressed a lack of guidance in navigating their post-secondary journey, and there has been an increasing demand for courses that help develop essential social, emotional, and life skills. This

course is designed to fill that gap, providing a clear pathway to graduation while ensuring students are prepared for life beyond high school. It will serve as a prerequisite for Senior Seminar and will focus on post-secondary requirements, with students earning a half credit upon completing all five units in 11th grade, along with fulfilling their financial education graduation requirement.

BASIC STUDY SKILLS **HS1034**

Credit: 0.5 credits Graduation Requirement: Elective

Textbook: Student Manual. Basic Study Skills is a course designed to enhance the study skills of students. After completion of this course, students will be able to set goals for themselves, manage their time well, take effective notes, and prepare for exams. Students will also learn the vital components for a research paper (e.g. gathering resources, citing work, and proofreading) as they create one themselves.

BUSINESS MATH **HS2007**

Credit: 0.5 credits Graduation Requirement: Elective

Textbook: *Mathematics with Business Applications* (McGraw-Hill). This course is designed to strengthen students' basic skills in personal and business math. Students learn how to figure income tax and comparative shop. They will learn the basics of starting and running a business and practice such real-world scenarios as paying employees, figuring insurance costs, and calculating travel expenses and training costs. Students will also learn about the costs of production and purchasing, work with sales, warehousing, distributing, and marketing devices, and handle general accounting schemes.

CHARACTER EDUCATION **HS8042**

Credit: 0.5 credits Graduation Requirement: Elective

Textbook: *The Success Principles for Teens: How to Get Where You Are to Where You Want to Be* (HCI Teens); **Film:** *Pay It Forward* (2000). This course helps to prepare young adults for success in an increasingly complex and demanding home and work environment. It also gives them some basic principles for tackling an unknown future. Students learn about managing resources, developing a budget, planning and preparing meals and establishing a home. The course also helps students understand their relationships with other people, including the importance of developing good communication skills and a solid value system.

CONTEMPORARY COMPOSITION **HS1023**

Credit: 0.5 credits Graduation Requirement: Elective

Textbook: *Writer's Inc.* (Great Source). This course will explore the realm of writing composition. Students will be exposed to a variety of essays (e.g., persuasive, expository, and descriptive), and how to write different types of letters (e.g., letters of complaint, letters to the editor). They will learn how to revise, edit, and proof every form of writing that is covered in this course. Students will also utilize their imagination and creativity by analyzing pieces of artwork and responding to their feelings. Students will also be exposed to different forms of literature and how to respond to each.

CRIMINAL JUSTICE CP **HS3030**

Credit: 0.5 credits Graduation Requirement: Elective, Career Ed

Textbook: *Criminal Justice Today* (Prentice Hall). Students will study the criminal justice system in America and its three basic components: police, courts, and corrections. The course begins with examining the concept of justice and how this ideal relates to the everyday practice of criminal justice in the United States today. Students will then explore the history, the activities, and the legal environment surrounding the police. Students then build upon what they have learned by understanding the court, prisons, probation, and parole. Throughout these units students will be exposed to concepts that will allow them to come away from the course with a more informed

position on criminal justice topics. This course will benefit those interested in pursuing a criminal justice career or simply responding as more informed citizens.

ETHNIC STUDIES **HLDG3025**

Credit: 0.5 credits each semester Graduation Requirement: Elective

This course explores the complexities of race, ethnicity, and culture in our society through an analytical lens on society, history, and more. It seeks to study the dominant narratives and expose students to a variety of perspectives and experiences that are often marginalized or unnoticed in mainstream media and education. Each unit addresses topics such as the power of words and voice in shaping society, intersectionality, culture and cuisine, impact of law on specific population groups, and so on. Through these studies, students will respectfully engage in learning activities that will cultivate and develop their knowledge and skills related to cultural competency, critical thinking, analysis, communication, historical and societal awareness, research, and empathy. By completing this course, students will develop a better understanding of society and be better equipped to navigate a diverse and interconnected world.

ENGLISH LANGUAGE DEVELOPMENT ELD 9 A/B **HS90151/ HS90152**

Credit: 0.5 credits each semester Graduation Requirement: Elective

This course intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. English 9 iLit serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

ENGLISH LANGUAGE DEVELOPMENT ELD 10 A/B **HS90153/ HS90154**

Credit: 0.5 credits each semester Graduation Requirement: Elective

This course intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. English 10 iLit serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

ENGLISH LANGUAGE DEVELOPMENT ELD 11 A/B **HS90192/ HS90193**

Credit: 0.5 credits each semester Graduation Requirement: Elective

This course equips students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence collection skills. Student writing assignments focus on exploring thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. ELD 11, using iLit, serves as a foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

ENGLISH LANGUAGE DEVELOPMENT ELD 12 A/B **HS90194/ HS90195**

Credit: 0.5 credits each semester Graduation Requirement: Elective

This course equips students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers explanatory and argumentative writing, poetry, informational texts, including articles, websites, videos, memoirs, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, prediction, and evidence collection skills. Student writing assignments focus on supporting claims, author's purpose, descriptive details, sentence variety, and tone. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of the English language. ELD 12, using iLit, serves as a foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

ENGLISH LANGUAGE DEVELOPMENT ELD NEWCOMER A/B **HS1138/HS1139**

Credit: 0.5 credits each semester Graduation Requirement: Elective

This course intends to equip students for life in and out of the classroom with developing beginning English skills. Focused on building basic communication and literacy skills in English, newcomer students are initially assessed to determine what knowledge of English a student may already have, if any. The curriculum is adjusted to meet those individual linguistic needs in teaching: phonics and phonemic awareness, oral language, fluency, grammar structures, writing construction, and reading comprehension. iLit for Newcomers serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

FINANCIAL LITERACY A/B **HLDG2043/ HLDG2044**

Credit: 0.5 credits Graduation Requirement: Elective

This course offers a comprehensive introduction to financial literacy, empowering students with the knowledge and skills to make informed and confident financial decisions. Students will begin by exploring the foundations of personal finance, including income, goal setting, career planning, and the psychology behind spending habits. They will then dive into practical money management skills such as budgeting, saving, and navigating the banking system, including how inflation affects purchasing power. Building on these fundamentals, the course covers key investing principles, financial data analysis, and the basics of business finance to help students make smart investment choices. Students will also gain a thorough understanding of credit—how it works, how to use it responsibly, and its long-term impact—while learning about mortgages, car ownership, and consumer protection. In the final unit, students will explore the interplay between income, taxes, and employment benefits, and take a deep dive into tax filing, investment taxation, and insurance coverage. By the end of the course, students will be equipped with the tools and strategies needed to navigate real-world financial challenges and build a secure financial future.

HEALTH A/B **HLDG7001/HLDG7002**

Credit: 0.5 credits each semester Graduation Requirement: Elective

Health A will concentrate on the concepts of wellness, health risks, personality, mental health, self-esteem, and expression of emotions. Students will also be exposed to an understanding of stress, responses to stress, and stress management. Students will study family roles and changes in family structures which have occurred. Also explored in this course are human reproduction, heredity, and human development. This course shall conclude with lessons in nutrition, malnutrition, diet planning, and being a wise consumer regarding food choices. HS Health has been updated to include required instruction on HIV/AIDS prevention education and affirmative consent. The course now includes medically accurate instruction on the nature of HIV/AIDS and its effects, methods of transmission, strategies to reduce the risk of infection, and social and public health issues related to HIV/AIDS. In addition, students will study the effectiveness and safety of all FDA-approved contraceptive methods in preventing unplanned pregnancy. High school students will be provided the knowledge and skills to form healthy relationships free from violence, coercion, and intimidation with a comprehensive study of affirmative consent/"Yes Means Yes". Lastly, students will be instructed on hands-only CPR training and the Automated External Defibrillator (AED), and demonstrate hands-only CPR with an on-site CPR manikin.

HISTORY OF THE ANCIENT WORLD **HS8502**

Credit: 0.5 credits Graduation Requirement: Elective

Textbook: *World Studies Ancient World* (Prentice Hall). This course explores the major civilizations of ancient history and makes connections to how their beliefs and customs affect the modern world. The class begins with prehistory and the beginnings of man and continues through to the fall of Rome. The focus of this course includes the ancient civilizations of the Fertile Crescent and Mesopotamia, Egypt and Nubia, India, China, Greece, and Rome.

INDEPENDENT LIVING **HS80IL**

Credit: 0.5 credits Graduation Requirement: Elective

Textbook: *Discovering Life Skills* (McGraw-Hill), *7 Habits of Highly Effective Teens* (Franklin Covey). This course will examine some of the obstacles faced when living on your own. Students will face housing decisions, feeding decisions, and creating an atmosphere and life for themselves. This course will cover responsibility, making good decisions, and understanding financial and career choices. Students will learn the basics of childcare, money management, and responsible citizenry as well as easy sewing stitches and the way around a kitchen.

LATIN AMERICAN HISTORY **HS30LH**

Credit: 0.5 credits Graduation Requirement: Elective

Textbook: *World Studies Latin America* (Prentice Hall). This course emphasizes the development of the three Latin American regions. Students will study Central America, the Caribbean, and South America. They will learn about each area's geography, culture, climate, history, and traditions. Students will cover some countries in detail and learn how political systems and ideals have shaped history.

LATIN AMERICAN HISTORY **HLDG3026**

Credit: 0.5 credits Graduation Requirement: Elective

This course provides an introduction to Latin American History, a social science that studies the workings of an economy and people's role within it. It covers economic systems, choices available within those systems, and their importance in understanding the changing world. It explores various global economies in comparison to the American economy, emphasizing the free enterprise system. The laws of supply and demand are examined, along with their influence on competition, prices, and consumer behavior. The study of businesses highlights their contribution to the economy and how supply and demand laws affect worker wages and skills. The course also covers money, including its history, transfer, and impact, as well as monetary policy and the role of the Federal Reserve System in maintaining stability. Personal finance is integrated throughout to connect these topics to individual financial situations and goals. Lastly, banking, financial intermediaries, saving, and investing are explored, along with the importance of government spending, taxes, and investment in supporting federal programs. The course provides guidance on becoming a smart consumer and making sound financial decisions.

LIONS PRIDE MENTORING **HS90305**

Credit: 0.5 credits Graduation Requirement: Elective

The approach is youth development combining peer mentoring with a tailored social-emotional learning curriculum, which helps students develop critical skills to enhance their relationships, self-awareness, and personal growth. Through regular check-ins, goal-setting, and leadership training, older students mentor newer students, fostering a sense of community and positive social connections. Additionally, the career development workshops provide students with valuable skills to navigate their future careers and set them on a path to economic sustainability.

MATH READINESS A/B/C/D **HSMM01/HSMM02/HSMM03/HSMM04**

Credit: 0.5 credits each semester Graduation Requirement: Elective

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

MY MATH PATH A/B/C/D/E/F **HS90169/HS90170/HS90171/HS90172/HS90173/HS90174**

Credit: 0.5 credits each semester Graduation Requirement: Elective

Course Provider: Edmentum. My Math Path is a digital course that is a part of the Edmentum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each student's specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's math, testing, and technology skills.

MY READING PATH A/B/C/D/E/F **HS90175/HS90176/HS90177/HS90178/HS90179/HS90180**

Credit: 0.5 credits each semester Graduation Requirement: Elective

Course Provider: Edmentum. My Reading Path is a digital course that is a part of the Edmentum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's math, testing, and technology skills.

PARENTING/CHILD DEVELOPMENT A/B **HS8040/HS8041**

Credit: 0.5 credits each semester Graduation Requirement: Elective

Textbook: *The Developing Child* (McGraw-Hill). Parenting and Child Development is an introduction to stages of child development and how to aid the developing child. The course begins with an introduction to child psychology, observing child development, parenting, and teen parenthood. Students will then go through a detailed step by step of the stages of childhood and adolescence. The course will end with children's health and safety, challenges in a family, childcare and early education, and careers that deal with children.

PHYSICAL EDUCATION III/IV **HS5013/HS5014**

Credit: 0.5 credits each semester Graduation Requirement: Elective

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

PSYCHOLOGY A/B CP **HS3016/HS3017**

Credit: 0.5 credits each semester Graduation Requirement: Elective

Textbook: *Understanding Psychology* (McGraw-Hill). Students taking Psychology A/B will be engaged in a rigorous course, aligned to Common Core Reading and Writing Standards for Literacy in History/Social Science, that is designed to create college- and career-ready thinkers and writers. This course is designed to teach the fundamental concepts of psychology, including the following: the history of psychology; human growth and development; mind and body; learning and memory; thinking and motivation; intelligence and personality; psychological disorders; psychotherapy; social psychology; and careers in psychology. Students will acquire a variety of higher-order thinking skills, including critical analysis, research methods, domain-specific vocabulary, and practice in academic writing and

oral exposition. Assessments will require students to go beyond simple comprehension of the assigned texts; they must show growth in their ability to analyze and evaluate information as a practicing psychologist would.

READING FICTION **HS10RF**

Credit: 0.5 credits Graduation Requirement: Elective

Novels: ***The Catcher in the Rye*** by J.D. Salinger, ***The Westing Game*** by Ellen Raskin, ***To Kill a Mockingbird*** by Harper Lee, ***Harry Potter and the Sorcerer's Stone*** by J.K. Rowling, ***House of the Scorpion*** by Nancy Farmer, ***The Halloween Tree*** by Ray Bradbury. In this course students will read five novels. Each unit will look at the important events in the novel that shape the characters, theme, and setting. Students will also relate the themes of the novels to their lives.

WORLD GEOGRAPHY A/B CP **HS3046/HS3047**

Credit: 0.5 credits each semester Graduation Requirement: Elective, Career Ed

Textbook: *Geography: The Human and the Physical World.* (McGraw-Hill). World Geography is a ten-unit course in which students will examine the perspectives of the human and physical world. Students begin with an examination of Earth, which includes how geographers look at the world. Students then explore the different regions of the world, noting the environment, people, and the interactions between people and their environment. Students will finalize their study of World Geography by studying topics that pose great challenges to the global community. They will explore a variety of sources to broaden their understandings in these areas.

WORLD GEOGRAPHY A **HLDG3029**

Credit: 0.5 credits each semester Graduation Requirement: Elective

World Geography A explores how people, places, and environments are connected across the globe. In this course, you will learn the basics of geography, including how to read maps, use geographic tools, and understand the physical systems such as landforms, climates, and ecosystems that shape life on Earth. You will study how cultures develop, how populations grow and move, and how humans adapt to and change their surroundings. You will also explore the physical and human geography of the United States, Canada, Latin America, Europe, and the Middle East to understand how history, culture, and environment influence daily life in these regions. Throughout the course, you will analyze how migration, trade, natural resources, urban growth, and environmental challenges connect people and regions around the world. You will learn to think like a geographer by asking questions, studying patterns, and noticing how the world's systems work together. By the end of the course, you will have a clearer understanding of how geography shapes communities and how humans interact with the world around them.

WORLD GEOGRAPHY B **HLDG3030**

Credit: 0.5 credits each semester Graduation Requirement: Elective

World Geography B continues your study of how people and environments shape one another by focusing on Africa, South Asia, East Asia, Southeast Asia, and the Pacific. In this course, you will learn how geography, history, and culture have influenced these regions from early civilizations through colonization and independence to modern times. You will study population growth, urbanization, global trade, and environmental challenges such as pollution, resource use, and climate change. You will explore how countries depend on one another through migration, international cooperation, and economic connections. Throughout the course, you will analyze major issues such as poverty, disease, conflict, and environmental change, and you will consider possible solutions that communities, governments, and global organizations are using to build a more sustainable future. By the end of the course, you will understand how these regions are connected to one another and to the rest of the world.

• ONLINE COURSES •

ACT TEST PREP — HSED9064

Credit: 0.5 credits — Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. The ACT assesses high school students' general educational development and their ability to complete college-level work. This course prepares students to take the test by learning the content ideas they will be tested on. This course may include content from two or more of the following sections: English, mathematics, reading, and science.

CONSUMER MATHEMATICS CP — HSED9138

Credit: 0.5 credits — Graduation Requirement: Elective

Course Provider: Edmentum. This course explains how four basic mathematical operations – addition, subtraction, multiplication, and division – can be used to solve real-life problems. It addresses practical applications for math, such as wages, taxes, money management, and interest and credit.

CREATIVE WRITING CP — HSED9053

Credit: 0.5 credits — Graduation Requirement: Elective

Course Provider: Edmentum. This course is designed to get students to pursue creative writing as a vocation or as a hobby. To that purpose, it exposes them to different genres and techniques of creative writing, as well as the key elements (such as plot and characterization in fiction) in each genre. Great creative writing does not come merely by reading about the craft—one also needs ideas; a process for planning, drafting and revising; and the opportunity to experiment with different forms and genres. The lesson tutorials in this course familiarize students with the basic structure and elements of different types or genres of writing.

DRAFTING AND DESIGN A/B CP — HSED9155/HSED9156

Credit: 0.5 credits each semester — Graduation Requirement: Elective

Course Provider: Edmentum. In semester A, the course is designed to help students familiarize themselves with various aspects of drafting and design. This course covers the fundamental concepts of drafting and design, types of drafting tools, drafting conventions, sketching, and drawing techniques, types of views and projections, and basic computer-aided design and drafting (CADD) operations. In semester B, the course is designed to continue to familiarize students with various aspects of drafting and design. It covers design and development of a prototype, different types of drawings and views, advanced computer-aided design and drafting (CADD) operations, and key professional and personal skills that are helpful in having a successful career in the field of drafting and design.

ENGLISH FOUNDATIONS 1/2 — HSED9060/HSED9061/HSED9062/HSED9063

Credit: 0.5 credits each semester — Graduation Requirement: Elective

Course Provider: Edmentum. This course provides a strong foundation in grammar and the writing process. It emphasizes simple but useful composition and language mechanics strategies with multiple opportunities for modeling practical, real-world writing situations that will enable students to improve their written communication skills quickly. Through a variety of grade-appropriate reading selections, students develop a clear understanding of key literary genres and their distinguishing characteristics.

INTRODUCTION TO ANTHROPOLOGY CP — HSED9027

Credit: 0.5 credits — Graduation Requirement: Elective

Course Provider: Edmentum. In this course students will explore the evolution of anthropology as a distinct discipline; learn about anthropological terms, concepts and theories; and discuss the evolution of humans and human society and culture. Students will also learn about social institutions, such as marriage, economy, religion, and policy.

INTRODUCTION TO ASTRONOMY CP **HSED9026**

Credit: 0.5 credits Graduation Requirement: Elective

Course Provider: Edmentum. Introduction to Astronomy is a one-semester course with 17 lessons that cover a wide range of topics, such as the solar system, planets, stars, asteroids, comets, galaxies, space exploration, and theories of cosmology.

INTRODUCTION TO FORENSIC SCIENCE CP **HSED9022**

Credit: 0.5 credits Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. This course is designed to introduce students to the importance and limitations of forensic science and explore different career options in this field. They also learn to process a crime scene, collect and preserve evidence, and analyze biological evidence such as fingerprints, blood spatter, and DNA samples. Moreover, they learn to determine the time and cause of death in homicides and analyze ballistic evidence and human remains in a crime scene. Finally, they learn about forensic investigative methods related to arson, computer crimes, financial crimes, frauds, and forgeries.

INTRODUCTION TO SOCIAL MEDIA CP **HSED9012**

Credit: 0.5 credits Graduation Requirement: Elective

Course Provider: Edmentum. This cutting-edge course develops social media skills and knowledge that will have a practical and positive impact in helping students succeed in today's economy. Online discussions are a critical aspect of creating a collaborative learning environment, while games and other interactions ensure engagement and promote a strong career orientation.

INTRODUCTION TO WORLD RELIGIONS CP **HSED9168**

Credit: 0.5 credits Graduation Requirement: Elective

Course Provider: Edmentum. This one-semester course is intended to help students understand the origin, beliefs, and practices related to various world religions.

INTRODUCTORY ALGEBRA A/B **HSED2011/HSED2012**

Credit: 0.5 credits each semester Graduation Requirement: Elective

Course Provider: Edmentum. This course is designed to enable students develop a deep understanding of math objectives and leaves students ready for algebra. The first semester covers objectives in transformations, linear equations, systems of equations, and functions. The second semester focuses on scientific notation, roots, the Pythagorean Theorem and volume, and statistics and probability. The course is based on the Common Core State Standards Initiative and on a modern understanding of student learning in mathematics.

LITERACY ADVANCEMENT **HSES274/HSES275**

Credit: 0.5 credits each semester Graduation Requirement: Elective

Course Provider: Achieve3000®. Literacy Advancement is a class that utilizes the TeenBiz3000 program that offers differentiated instruction tailored to each student's Lexile reading level to improve their core literacy skills and content area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five steps will aid in enhancing essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase literacy skills and comprehension, test-taking skills, and technology skills.

NETWORKING FUNDAMENTALS A/B CP **HSED9173/HSED9174**

Credit: 0.5 credits each semester Graduation Requirement: Elective

Course Provider: Edmentum. Semester A introduces students to careers and basic concepts in networking. Students will describe two types of networks, network topologies, software defined networking, private and public networks, as well as intranets and extranets. They will learn about the Internet of Things (IOT) technologies. Students will learn about networking models, networking protocols, IP addresses and subnetting. Students will identify networking devices, cables, media and connectors. They will learn to install a network operating system and set up a small wired network. Finally, they will identify common network security threats and preventive measures to secure a network. Semester B focuses on network planning, administration, troubleshooting, and maintenance. Students will learn about the different phases of project management and identify important skills needed to manage a project. Students will plan, design, and document a network. They will learn about wireless networking standards and access methods. Students will learn to set up and secure a wireless network. Students will learn about virtual private networks and cloud computing. They will also learn to troubleshoot issues related to wired and wireless networks. Finally, students will identify disaster recovery methods and describe how to maintain a network.

NUTRITION AND WELLNESS — HSED9024

Credit: 0.5 credits — Graduation Requirement: Elective, Jump Start Elective

Course Provider: Edmentum. This course will cover basic knowledge about nutrition and wellness such as basic concepts of nutrition, the digestive and metabolic processes, nutrient requirements, dietary guidelines, importance of physical fitness, community health issues, food management, and careers in the field of nutrition and wellness. You will submit the Unit Activity documents to your teacher, and you will grade your work in the Lesson Activities by comparing them with given sample responses. The Unit Activities (submitted to the teacher) and the Lesson Activities (selfchecked) are the major components of this course. There are other assessment components, namely the mastery test questions that feature along with the lesson; the pre- and post-test questions that come at the beginning and end of the unit and an end-of-semester test. All these tests are a combination of simple multiple-choice questions and technology enhanced (TE) questions.

PHYSICAL EDUCATION 3 — HSED5003

Credit: 0.5 credits — Graduation Requirement: Elective

Course Provider: Edmentum. This course gives the student an in-depth view of physical fitness by studying subjects such as biomechanics, nutrition, exercise programming, and exercise psychology. Students will apply what they learn by participating in a more challenging exercise requirement. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

GOVERNMENT & PUBLIC ADMINISTRATION A/B CP — HSED9161/HSED9162

Credit: 0.5 credits each semester — Graduation Requirement: Elective

Course Provider: Edmentum. Semester A is intended to help with the foundations and functioning of governmental functions within the United States. This course covers the history and development of the U.S. Constitution and the functions of government and public administration in the United States. Semester B is intended to help students understand the personal, professional, and technological skills required by professionals working in the field of government and public administration. This course covers career opportunities in the field of government and public administration and the necessary interpersonal and technological skills required at the workplace. It also covers the role and impact of geography, science and technology on governmental and public administrative functions.

PSYCHOLOGY A/B CP — HSED9007/HSED9008

Credit: 0.5 credits each semester — Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. This course gives students an overview of the history of psychology while also giving them the resources to explore career opportunities in the field. Students will learn how psychologists develop and validate theories and will examine how hereditary, social, and cultural factors help form an individual's behavior and

attitudes. Students will also evaluate the effectiveness of different types of psychological counseling and therapy. Highly interactive content includes online discussions that help develop critical thinking skills.

SAT MATH **HSED9202**

Credit: 0.5 credits Graduation Requirement: Elective

Course Provider: Edmentum. The SAT Mathematics course focuses on the study of algebraic problem solving skills and concepts related to geometry, probability, and statistics.

SAT READING **HSED9203**

Credit: 0.5 credits Graduation Requirement: Elective

Course Provider: Edmentum. The SAT Reading course focuses on the study of different reading strategies and vocabulary skills for fictional, informational, and persuasive texts.

SENIOR SEMINAR CP **HS90241**

Credit: 0.5 credits Graduation Requirement: Elective

Senior Seminar is a course required for all Pathways-IL seniors designed to assist them in a successful transition to college and beyond. This course will increase students' awareness about post-secondary options and assist seniors in the post-secondary process which includes completing a minimum of three college, one scholarship, and one job applications; submitting the Career Interest Profiler; applying for financial aid (FAFSA); identifying 3 ALOP Goals; selecting a post-secondary pathway for Learn. Plan. Succeed; creating a resume with cover letter; attending workshops and meetings with their PSSSC; and participating in a service learning project.

SOCIOLOGY CP **HSED9016**

Credit: 0.5 credits Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. In this course, students will explore the evolution of sociology as a distinct discipline while learning about sociological concepts and processes. They will learn how the individual relates to and impacts society. Students will also learn about the influence of culture, social structure, socialization, and social change on themselves and others. The course combines a variety of content types, including lessons, activities, discussions, and games to engage learners as they discover sociology as a subject and as a career.

STRUCTURE OF WRITING **HSED1021**

Credit: 0.5 credits Graduation Requirement: Elective

This class has been introduced to address a growing need for structured support as students transition from traditional high school to Pathways. Many students have expressed a lack of guidance in navigating their postsecondary journey, and there has been an increasing demand for courses that help develop essential social, emotional, and life skills. This course is designed to fill that gap, providing a clear pathway to graduation while ensuring students are prepared for life beyond high school. It will serve as a prerequisite for Senior Seminar and will focus on postsecondary requirements, with students earning a half credit upon completing all five units in 11th grade, along with fulfilling their financial education graduation requirement.

WORLD GEOGRAPHY A/B CP **HSED9014/HSED9015**

Credit: 0.5 credits each semester Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semesterlong courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective.

• *Career-Focused Electives* •

• *ONLINE COURSES* •

ACCOUNTING A/B CP **HSED9089/HSED9090**

Credit: 0.5 credits each semester Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. The Bureau of Labor Statistics identifies accounting as one of the best careers for job growth in the next decade. This course empowers students with the essential skills they need to understand accounting basics. Lessons include account types (assets, liabilities, expenses, etc.), fundamentals of bookkeeping, financial statements, and careers in accounting. Engaging and relevant, this course particularly helps both those students with an accounting career orientation and those in need of an overview of essential accounting principles.

AUDIO VIDEO PRODUCTION 1 CP **HSED9142/HSED9143**

Credit: 0.5 credits each semester Graduation Requirement: Elective

Course Provider: Edmentum. This course is designed to enable all students at the high school level to learn the basics of audio video production. The course will help students develop an understanding of the industry with a focus on preproduction, production, and post-production audio and video activities.

AUDIO VIDEO PRODUCTION 2 CP **HSED9144/HSED9145**

Credit: 0.5 credits each semester Graduation Requirement: Elective

Course Provider: Edmentum. This course is designed to enable all students to learn the basics of audio video production. The course will help students develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities.

AUDIO VIDEO PRODUCTION 3 CP **HSED9146/HSED9147**

Credit: 0.5 credits each semester Graduation Requirement: Elective

Course Provider: Edmentum. This course is designed to enable all students to learn the basics of audio video production. The course will help students develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities.

BUSINESS COMMUNICATIONS CP **HSED9139/HSED9140**

Credit: 0.5 credits each semester Graduation Requirement: Elective

Course Provider: Edmentum. This course is designed to enable students to develop communication skills they will need to be successful in a profession. Students learn about the key aspects of the communication process. They learn to apply communication protocol and appropriate language skills in professional and social communication. Students also explore effective strategies to address diversity in communication.

BUSINESS INFORMATION MANAGEMENT CP **HSED9148/HSED9149**

Credit: 0.5 credits each semester Graduation Requirement: Elective

Course Provider: Edmentum. This course is designed to enable students to develop information management skills that they can use during in their careers in business organizations. This course discusses career opportunities available in Business Information Management, computing technology for business, connecting through the internet, working with documents, working with spreadsheets, working with a presentation program, working with databases, web page design, and project management.

BUSINESS MARKETING AND FINANCE A/B CP **HSED9096/HSED9097**

Credit: 0.5 credits each semester Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. This course has a broad application for almost every career path that students might choose. This course supplies both essential career skills and life skills. Interactive games and other engaging online and offline activities make practical real-life application of essential business principles understandable and useful in the daily lives of students and in the careers that they choose.

CAREER EXPLORATIONS HSED9127

Credit: 0.5 credits Graduation Requirement: Elective

Course Provider: Edmentum. Covering such essentials as developing and practicing a strong work ethic, time management, communication, teamwork, and the fundamentals of workplace organizations, Career Explorations develops not just essential skills, but the confidence in themselves and their abilities to present themselves that students need as they prepare to embark on their chosen careers.

ELECTRONIC COMMUNICATION SKILLS CP HSED9094

Credit: 0.5 credits Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. This course is based on Career and Technical Education (CTE) standards to help students prepare for entry into a wide range of careers and/or into postsecondary education. It is designed to enable students to develop electronic communication skills that they can use in their careers. This course covers the accounting functions of different business types and the specialized accounting tasks related to them. It also covers the essentials interpersonal and workplace skills required as a professional in this field.

ENTREPRENEURSHIP A/B CP HSED9051/HSED9052

Credit: 0.5 credits each semester Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. This course is designed to help students understand the roles and attributes of an entrepreneur, marketing and its components, selling process, and operations management. This course discusses entrepreneurship and the economy, marketing fundamentals, managing customers, production and operations management, money, and business law and taxation.

ESSENTIAL CAREER SKILLS HSED9033

Credit: 0.5 credits Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. This course is designed to help students understand and practice critical life and workplace readiness skills identified by employers, state boards of education. These skills include personal characteristics, such as positive work ethic, integrity, self-representation, and resourcefulness, as well as key people skills, communication skills, and broadly-applicable professional and technical skills. These skills are universally valuable but sometimes assumed or glossed over in more career-specific courses. For that reason, this provides students with a solid foundation in their career studies.

HEALTH SCIENCES 1 A/B CP HSED9083/HSED9084

Credit: 0.5 credits each semester Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. The course is based on Career and Technical Education (CTE) standards to help students develop technical knowledge and skills needed for success in the health science industry. Semester A is designed to enable all students to understand the basic structure and function of the human body, identify and analyze the diseases and medical procedures related to each body system. Semester B will help students develop an understanding of biomolecules such as proteins, carbohydrates, and lipids; biological and chemical processes; and various diseases that affect the body.

HEALTH SCIENCES 2 A/B CP HSED9085/HSED9086

Credit: 0.5 credits each semester Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. This course is designed to enable all students to learn the basics of health science. The course will help the students develop an understanding of the academic qualifications, personal skills, training, and use of healthcare tools required to work in the healthcare industry. The course is based on Career and Technical Education (CTE) standards to help students develop technical knowledge and skills needed for success in the healthcare industry.

INTERNATIONAL BUSINESS CP HSED9095

Credit: 0.5 credits Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. International Business is a one-semester course that covers the fundamentals of international business, international business transactions, and how a business can go global. In this course, students will learn about what international business is and how globalization has impacted it. They will learn about global trade and investment policies as well as politics and laws that impact international business. Students will also learn about the International Monetary Fund, foreign exchange and global capital markets, key world economies, and economic cooperation across countries. The course also covers strategies to enter the international market along with factors like strategic planning, marketing, global sourcing, and logistics, human resource management, and employability skills. Students also learn about the cultural elements involved in conducting international business. Online discussions and course activities require students to develop and apply critical thinking skills, while the included games appeal to a variety of learning styles and keep students engaged.

INTRODUCTION TO FINANCE CP HSED9141

Credit: 0.5 credits Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. This course is intended to help familiarize students with the basic and essential concepts of finance. This course will cover the fundamental concepts of finance, including the importance of finances and financial planning in personal life and business, ways to manage finances, different investment strategies, and various career options available in the field of finance.

INTRODUCTION TO MILITARY CAREERS CP HSED9031

Credit: 0.5 credits Graduation Requirement: Elective

Course Provider: Edmentum. This one-semester course introduces the U.S. military and describes each of its branches, which include the National Guard, Army, Navy, Marine Corps, Coast Guard, and Air Force. Students also learn about the relationship of the military reserve to the branches of the military. The course covers non-combat careers in the military, such as military intelligence, information technology, healthcare, legal services, logistics, aviation, and transportation, and other specialized careers. This course also covers enlistment and fitness requirements for military careers and personal traits that are essential for success in the military.

MARKETING, ADVERTISING, AND SALES CP HSED9093

Credit: 0.5 credits Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. Issues in marketing, advertising, and sales promotion are evolving rapidly in an increasingly digital environment. This course effectively helps your students prepare for a career in that environment through a comprehensive look at essential marketing principles, interactive tools and channels, and the growing impact of data in marketing and advertising. Simple to manage and easy to customize, the course provides an overview of all of the fundamental topics necessary to effectively put your students on a career path that unleashes their creativity and develops and leverages their critical thinking skills.

ROBOTICS 1 A/B CP HSED9179/HSED9180

Credit: 0.5 credits each semester Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. Semester A explains various concepts related to robotics. This course begins by describing the evolution and applications of robotics. This course helps identify career opportunities and important employability skills in robotics. Students will apply safety procedures and construct a simple robot. Semester B

addresses more advanced concepts related to robotics. This course begins by describing the importance of project management in the success of a project. Students will describe the steps of the engineering design process. Students will identify the use of software to control robots. Students will create a robotic arm. They will describe the ethics and laws related to robotics. Students will create a robot using programming. This course covers how to test and maintain a robotic system. This course also covers how to create and present a proposal for a robot.

SPORTS AND ENTERPRISE MARKETING CP **HSED9047**

Credit: 0.5 credits Graduation Requirement: Elective

Course Provider: Edmentum. This course is designed to enable all students to develop skills they will need to be successful in sports, entertainment, and recreational marketing professions. Students learn about the structure of a business firm and financial statements. Students also learn about the basics of sports, entertainment, and recreation marketing. Finally, students explore essential career skills such as teamwork and time management. This course covers topics such as marketing staples, mapping markets, marketing communication, and making the sale.

WEB TECHNOLOGIES A/B CP **HSED9073/HSED9074**

Credit: 0.5 credits each semester Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. Whether they know it or not, almost all students have an interest in web design. This course takes them inside the essentials of web design and helps them discover what makes a site truly engaging and interactive. Lessons such as elements of design, effects of color, and typography help them understand the elements of effective and dynamic web design. The course covers the basics of HTML, CSS, and how to organize content and helps to prepare them for a career in web design.

• Pathways Trips •

Students may be required to attend a small group instruction class while taking any of the following classes. All classes may not be offered each semester.

PATHWAYS: AUSTRALIA/NEW ZEALAND **HS90312**

Credit: 0.5 credits Graduation Requirement: Elective

In this Pathways Australia and New Zealand program, students will be exploring and learning about the history and significance of Australia and New Zealand. The class will be balanced mixture of social emotional learning and hands on activities in county. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, leadership development activities, local tours/excursions, cultural immersion activities, self-reflection, various history lessons, history reenactments, and museum/memorial visits.

PATHWAYS: BLACK HISTORY AND CULTURE **HS90197**

Credit: 0.5 credits Graduation Requirement: Elective

In this Pathways Black History and Culture tour, students will explore multiple southern states and learn about black history from slavery till present day. Through the student's exploration of museums, historical sites, worksheets, workshops, and special speakers, group discussion/assignments, Pathways Black History and Culture Tour will allow students the opportunity to understand and explore the history of the black culture and the connection with current day events.

PATHWAYS: CAMP COOKOUT **HS90304**

Credit: 0.5 credits Graduation Requirement: Elective

The objective of Camp Cookout is to empower students with foundational culinary skills, nutrition awareness, and hospitality mindset through hands-on experiences in a real farm setting. Students will explore cooking techniques,

food safety, teamwork, and presentation while working with seasonal, local ingredients. The course promotes confidence, career exploration, and a greater understanding of food systems and sustainability.

PATHWAYS: CAREER EXPLORATION AT BLACKBIRD FARM **HS9097**

Credit: 0.5 credits Graduation Requirement: Career Ed, Elective

Students will learn about multiple careers in the fields of construction, engineering, animal husbandry, marketing, farming, and design. Students will be able to communicate and set personal goals. Students will reflect and be able to connect personal strengths to career opportunities in various career industries.

PATHWAYS: CHINA **HS90106**

Credit: 0.5 credits Graduation Requirement: Elective

In this Pathways China Program, students will be fully immersed in the Chinese culture as they explore multiple cities within China. This program will be a mixture of tours led by highly qualified guides and hands-on activities. During this trip, the students will participate in a variety of activities such as, but not limited to, individual and group team building, leadership development activities, historical and cultural tours, interactions/activities with people of different cultures and backgrounds and self-reflections.

PATHWAYS: COLLEGE TOUR **HS8071**

Credit: 0.5 credits Graduation Requirement: Elective

In this Pathways: College Tour course, students will explore college campuses, admissions, and financial aid options. Through its collection of schools attended, worksheets, workshops attended, and group assignments, Pathways College Tour allows students to map their future after high school graduation.

PATHWAYS: CREW **HS8061**

Credit: 0.5 credits Graduation Requirement: Elective

The objective of the CREW scholarship program is to create a classroom in which students may take an active role in pursuing their college education. The topics covered include: college systems, goal planning, entrance and placement exams, applications, financial aid, college course selection, budgets, interview preparation, and teamwork. The knowledge gained will come from attendance at monthly meetings, active participation, and successful completion of all assigned tasks. Additionally, students will leave feeling prepared, well informed and ready to begin college with confidence.

PATHWAYS: CREW (9TH AND 10TH GRADE) **HS90238**

Credit: 0.5 credits Graduation Requirement: Elective

The objective of the CREW scholarship program is to create a classroom in which students may take an active role in pursuing their college education. The topics covered include: college systems, goal planning, entrance and placement exams, applications, financial aid, college course selection, budgets, interview preparation, and teamwork. The knowledge gained will come from attendance at monthly meetings, active participation, and successful completion of all assigned tasks. Additionally, students will leave feeling prepared, well informed and ready to begin college with confidence.

PATHWAYS: CREW (11TH GRADE) **HS90239**

Credit: 0.5 credits Graduation Requirement: Elective

The objective of the CREW scholarship program is to create a classroom in which students may take an active role in pursuing their college education. The topics covered include: college systems, goal planning, entrance and placement exams, applications, financial aid, college course selection, budgets, interview preparation, and teamwork. The knowledge gained will come from attendance at monthly meetings, active participation, and

successful completion of all assigned tasks. Additionally, students will leave feeling prepared, well informed and ready to begin college with confidence.

PATHWAYS: CSI **HS90144**

Credit: 0.5 credits Graduation Requirement: Elective

In this Pathways: CSI program, students will be exploring and learning about the history and significance of forensic science field. The class will be a balanced mixture of social emotional learning, hands-on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to, individual and group team building, science labs (fingerprint analysis, blood splatter analysis, body decay analysis, etc.) local tours/excursions related to the forensic science field (morgue, police department, labs, etc.), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections, CSI job exploration, museum visits and related tours/activities.

PATHWAYS: CUBA **HS9047**

Credit: 0.5 credits Graduation Requirement: Elective

Students will explore Cuban culture, politics and history and compare and contrast the Cuban lifestyle with that of life in the U.S.

PATHWAYS: FARM FORENSICS **HS90281**

Credit: 0.5 credits Graduation Requirement: Elective

In this Pathways: Farm Forensics program, students will be exploring and learning about the history and significance of forensic science field. The class will be balanced mixture of social emotional learning, hands on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, science labs – finger print analysis, blood splatter analysis, body decay analysis, etc, local tours/excursions related to the forensic science field (morgue, police department, labs, etc), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections, CSI job exploration, museum visits and related tours/activities.

PATHWAYS: ITALY **HS9050**

Credit: 0.5 credits Graduation Requirement: Elective

Students will explore Italian history and culture, exploring contextual clues found in architecture, crafts and music and lifestyle.

PATHWAYS: IRELAND **HS9050**

Credit: 0.5 credits Graduation Requirement: Elective

On Pathways Ireland students will discover why Ireland's culture, geography and history has been capturing imaginations and inspiring writers for centuries. Not only will students see and experience incredible sights, they will also learn about the amazing history of the island's economic and political powers. Through meeting local community members and Irish teenagers students will learn about Ireland's history of internal and external conflict and the power of conflict resolution and communication. Students will come home with an appreciation of culture, history, and human connection and understanding.

PATHWAYS: LEADERSHIP CAMP **HS90282**

Credit: 0.5 credits Graduation Requirement: Elective

In this Pathways Leadership Camp students will be exploring and learning about leadership skills and how to apply them to their daily lives and in service to others.The class will be a balanced mixture of social emotional learning, hands-on activity planning and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; planning an activity for their

fellow students, learning team building activities, reading and processing a leadership book, and growing in their leadership skills.

PATHWAYS: MEXICO **HS90145**

Credit: 0.5 credits Graduation Requirement: Elective

In this Pathways: Mexico program, students will be exploring and learning about the history and significance of U.S./Mexico relations and how that effects our trade economy. The class will be a balanced mixture of social emotional learning and hands-on activities. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, leadership development activities, learning about our trade economy, local tours/excursions, cultural immersion activities, self-reflection, various history lessons, museum/memorial visits, etc.

PATHWAYS: RMPR LEADERSHIP **HS8060**

Credit: 0.5 credits Graduation Requirement: Elective

The objective of the Rocky Mountain Pathways Work Study Program is to facilitate learning through experiencing life on a ranch. The topics covered include Native American history and traditions, animals of the ranch and Colorado and history and landscape of Colorado. The skills developed include work and post-secondary skills, team building, and problem-solving. This is accomplished through participation in work on the ranch, academic work, and experiential activities. Additionally, students will leave with the understanding of being a part of a community, their personal leadership, and a greater awareness of nature.

PATHWAYS: Service Learning **HS90263**

Credit: 0.5 credits Graduation Requirement: Elective

Service Learning program provides students with opportunities to contribute to their community. Students learn hands-on about teamwork and trust. Through volunteer service and group discussions, students develop new relationships and team-building skills.

PATHWAYS: URBAN HOMESTEADING **HS9009**

Credit: 0.5 credits Graduation Requirement: Elective

The objective of Blackbird Farm Urban Homesteading is to facilitate learning on a sustainable living organic farm. The topics covered include farm to table, seed to table, and say cheese, a unit focusing on dairy animals and the processing of dairy goods. The skills developed include work and post-secondary skills team building and problem solving. This is accomplished through participation in work on the farm, academic work, and experiential activities. Additionally, students will leave with an understanding of being part of a farming community, personal leadership, and a greater awareness of urban homesteading.

PATHWAYS: WASHINGTON D.C. **HS9048**

Credit: 0.5 credits Graduation Requirement: Elective

In this Pathways Washington, D.C. program, students will explore our nation’s capitol. During the trip, students will visit various historical and influential sites while learning about the impact D.C. has had on our nation’s past and present and the impact it can have on our future. Students will partake in tours and visit monuments, museums and government buildings to learn about our government processes and identify how they can create their own impact on the world they live in.

PATHWAYS: WWII **HS90131**

Credit: 0.5 credits Graduation Requirement: Elective

In this Pathways WWII program, students will be exploring and learning about the history and significance of second world war. The class will be balanced mixture of social emotional learning and hands on activities in county. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group team-building, leadership development activities, local tours/excursions, cultural immersion activities, self-reflection, various history lessons, history reenactments, museum/memorial visits, etc.

• ONLINE COURSES •

PATHWAYS: VIRTUAL COLLEGE TOUR **HS90162**

Credit: 0.5 credits Graduation Requirement: Elective

In this Virtual Pathways College Tour course, students will virtually explore college campuses, admissions and financial aid options. Through various online tours, worksheets, workshops attended, and group assignments, Pathways: College Tour allows students to map their future after high school graduation.

PATHWAYS: VIRTUAL CSI **HS90161**

Credit: 0.5 credits Graduation Requirement: Elective

In this Virtual Pathways: CSI program, students will be exploring and learning about the history and significance of the forensic science field. The class will be a mixture of social emotional learning, hands-on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group team building, science labs (finger print analysis, blood splatter analysis, body decay analysis, etc.), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections and CSI job exploration.

PATHWAYS: VIRTUAL D.C. **HS90163**

Credit: 0.5 credits Graduation Requirement: Elective

In this Virtual Pathways Washington, D.C. program, students will learn about our nation's capital. During the program, students will virtually explore various historical and influential sites while learning about the impact D.C. has had on our nation's past and present and the impact it can have on our future. Students will partake in virtual tours and virtually visit monuments, museums and government buildings to learn about our government's processes and identify how they can create their own impact on the world they live in.

PATHWAYS: VIRTUAL INTERNATIONAL **HS90164**

Credit: 0.5 credits Graduation Requirement: Elective

In this Pathways: International program, students will virtually explore multiple countries from across the globe while learning about the food, culture and holiday customs that make each country unique. Students will partake in virtual cooking demonstrations, be introduced to culturally significant traditions, and have the opportunity to taste unique holiday flavors from around the world. At the end of this course each student will have the knowledge to compare and contrast how certain holidays are celebrated in each of the various countries, identify how these cultures and traditions are similar and different to those in America, and leave with interesting new recipes they can share with their friends and families.

PATHWAYS: VIRTUAL MENTORSHIP **HS90160**

Credit: 0.5 credits Graduation Requirement: Elective, Career Ed

In this Virtual Pathways: Mentorship Program, students will identify and develop key goals for their life and future as well as the steps needed to achieve them. During the program, students will explore and apply the concepts of self-empowerment, resilience, advocacy, social justice, stress management, self-care, community and compassion. Students will learn healthy tools and techniques for processing their thoughts and feelings,

build a support system through experiential connection, and virtually participate in service projects and community engagement projects. By the end of the program, students will know who their most influential mentors are, how to most effectively employ them as resources, and how to be mentors to others in their own lives.

PATHWAYS: VIRTUAL RMPR X NATIONAL PARKS **HS9100**

Credit: 0.5 credits Graduation Requirement: Elective

In this Virtual Pathways: National Parks program, students will be exploring and learning about the history and significance of U.S. National Parks, specifically the National Parks of the Western United States. The class will be a balanced mixture of social emotional learning, hands-on science/nature labs, wilderness safety and prevention, history of native people and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, nut not limited to, individual and group team building, nature labs, animal/wildlife identification/protection, flora/fauna identification, fire safety, erosion, archaeology, lectures from wilderness professionals (firefighters, EMTs), self-reflections and park/recreation job exploration.

PATHWAYS: VIRTUAL SERVICE LEARNING **HS90165**

Credit: 0.5 credits Graduation Requirement: Elective

In this Virtual Pathways: Service Learning Program, students will be given the opportunity to learn about the many ways to contribute through acts of service. This includes learning the process of starting up your own cause, contributing to an already established cause and understanding the social and emotional concepts of community for both themselves and their communities. During this course, students will participate in group activities, discussions, various community service projects and have the opportunity to become CPR/first aid certified.

Section VII: Modes of Learning

Students at Pathways in Education can earn credits in several different ways:

Textbook Courses (SAWs)

Textbook courses are available for a wide variety of classes, including all core content areas (English language arts, math, social science, and science) as well as fine arts, physical education/health, electives, and career education. These courses are completed through independent study with teacher support and guidance provided as needed. Five units equal 0.5 credit.

Online Courses (Edmentum)

Online courses are available for a wide variety of classes, including all core content areas (English language arts, math, social science, and science) as well as fine arts, physical education/health, computer science, world language, electives, and career education. These courses are completed through independent study with teacher support and guidance provided as needed. Five units equal 0.5 credit.

Small Group Instruction (SGI) Courses

Small Group Instruction (SGI) courses are available in three core content areas: English language arts, math and science. In these courses, students meet with an instructor in a classroom setting for eight weeks to receive direct instruction with a group of their peers. Class sizes range from 12 to 18 students per class. SGI classes meet Monday through Thursday for 90 minutes per day and instructors are available on Fridays to provide additional support as needed. Students must have at least 70% attendance to participate in SGI courses. One eight-week SGI course equals 0.5 credit.

Experiential Learning

Experiential learning courses allow students to earn elective or career education credit and service learning hours through immersive experiences outside the classroom. Options include a three-day College Tour around the Midwest; a six-day trip to Washington, D.C.; a 10-day trip to Camp Blackbird in California; and a 10-day trip to Rocky Mountain Pathways Ranch in Colorado. Students must complete an application and interview process to participate in these experiential learning opportunities, which are available at no cost. One experiential learning trip equals 0.5 credit.

Dual Enrollment/Dual Credit

Dual enrollment and dual credit courses allow 11th and 12th grade students the ability to earn college credits while they are still in high school. Through a partnership with the City of Chicago, courses are available for a wide variety of classes in fine arts, electives, computer science and career education. Dual enrollment courses are taken at City Colleges of Chicago campus while dual credit courses are taken directly at Pathways. Students must have at least 11 credits, a 2.5 GPA, and 90% attendance to be eligible. They must complete an application to participate in dual enrollment and dual credit courses as well as possible prerequisite entrance exams. Successful completion of dual enrollment and dual credit courses may earn 0.5 to 1.0 high school credit as well as 3 or more college credit hours based on the course selected.

Senior Seminar

A senior seminar class will provide students with the opportunity to plan for their post-secondary goals through the completion of interactive tasks in Naviance. All graduating seniors will earn elective or career education credit and service learning at the completion of the final unit. Seniors will be asked to reach targeted milestones, upload evidence, and confirm status each quarter of the year in order to remain on track for graduation and to plan for their futures. Some of these items include the completion of the following: FAFSA or Alternative Application; Learn, Plan, Succeed (post-secondary plan) Resume Builder, job and college applications, and surveys. Special workshops and community events will be arranged to expose our students to unique work and educational experiences. As these items are also considered graduation requirements, students will be unable to obtain a high school diploma without the successful completion of the course. Five units equal 0.5 credit.

Section VIII: Appendix

Academic Recovery (AR)

A student in academic recovery has only completed 0 or 1 unit during the 21 school day learning period (LP) and as a result is not on track to graduate on time. If students remain in academic recovery for more that a couple learning periods, the students will significantly delay their anticipated date of completion.

Credit Attainment (CA)

The school minimum is 5 units or 0.5 credits per learning period.

Edmentum (EDM)

Our online system for completing independent study courses. Students are able to login remotely to complete work at any time throughout the week. Completion of Edmentum work does not excuse a student from physical attendance during the school day. All students are expected to have physical in-person attendance in the school building every day.

Free Application for Federal Student AID (FAFSA.gov)

To apply for federal student aid, such as federal grants, work-study, and loans, students need to complete the FAFSA. This is a free service, provided by the government, and awards students with need-based funds for college that so not have to be repaid.

Independent Study Teacher (IS)

This is the student's main teacher who assigns courses for your individualized learning plan, monitors progress, meets with you at appointments, tutors you and grades assessments and tests, takes attendance and reaches out if you are absent. The IS teacher is your support system at our school and can connect you with other resources needed for your academic and personal success.

Individual Learning Plan (ILP)

Because our program is individualized for each student's needs and progress, each student is on their own plan with personalized support. At enrollment and throughout the year, the IS teacher will regularly meet with the student to discuss their ILP and accompanying goals and progress throughout the year. This is updated in Naviance.

Individualized Education Program (IEP)

Each public school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly individualized document.

Learning Period (LP)

There are 11 Learning Periods in the year. There are about 21 school days in each LP. Students are expected to turn in at least 5 - 6 units each LP. This means students should be turning in at least 1, if not 2 units per week to stay on pace. Work with your teacher to create a plan!

Post Secondary and Student Services Counselor (PSSSC)

Each campus has a PSSSC to work with students in order to plan and prepare for their life after high school. The PSSC utilizes the Naviance platform to help students research various careers

and colleges. Additionally, they help students find internships, apply for jobs, visit colleges \, complete the FAFSA, and plan for the future. All seniors will meet with their PSSSC or scheduled appointments throughout the year to complete Senior Seminar.

Regular Work Assigned (RWA)

Report in Studenttrac showing all current classes assigned to the student and the days the student was present in a specific month.

Scholastic Assessment Test (SAT)

Taking the SAT is an Illinois graduation requirement. The exam is taken during a student's junior or senior year for entrance into college.

Small Group Instruction (SGI)

An SGI teacher provides a more traditional classroom experience in English, Math, and Science labs, as well as some electives. Small group instruction is offered at each campus and classes are limited to 15 students or less to provide more individualized instruction. Students appreciate the direct-instruction, support, and pacing provided by SGI teachers. If there is a subject that a student has struggled with in the past, we recommend trying an SGI course to help guide them through the curriculum.

Social-Emotional Learning and Wellness Specialist (SEL)

Social-Emotional Learning and Wellness Specialist

STAR/RenStar

In order to measure students' academic growth in Math and English, students will take the RenStar Assessment 3 times a year. Teachers can then plan for each student according to their strengths and areas of support. Students will also discuss their results with their teachers to discuss their growth and update their plan.

Student Activity Workbook (SAW)

Curriculum for each semester course is divided into 5 units. In a SAW class, each workbook is 1 unit or equivalent to .1 credit. During each 21 school day learning period, a student is expected to complete 5 SAWs or units. The SAWs are also aligned with an accompanying textbook and often employ the internet.

Students in Temporary Living Situations (STLS)

Students in Temporary Living Situations

504 Plan

A 504 plan is a legal document and instrument developed to provide accommodations and assistance that ensures a child with a disability has access to public educations and services.

ITEM: PIEILSHB26-27

PIE Illinois Student Handbook 2026-2027