

Maya Angelou Schools/See Forever Foundation

Course Manual and Academic Policies

2022-2023

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Maya Angelou Schools and the See Forever Foundation

OUR TOUCHSTONE

At the **Maya Angelou Schools**, the key to our success is rooted in building trusting, respectful and nurturing relationships with each other. We strive to create safe spaces for all to be able to reach their limitless potential. We are at our best when we work together to ensure the unique needs of our community are met. We empower each other to grow successfully so we can see forever! This is how we live the **Maya Way**, even when no one is watching.

The Maya Angelou Public Charter School does not discriminate in admissions, treatment, or employment on the basis of race, color, sex, age, national origin, religion, sexual orientation, or disability.

Information in this publication may change.

Contact the See Forever Foundation for updates to this publication.

See Forever Foundation and Maya Angelou Schools

About Us

The See Forever Foundation (See Forever or SFF) is the non-profit organization that manages the programs and services of the Maya Angelou Schools (Maya Angelou or MAS). Our campuses include:

- An alternative public charter high school called the **Maya Angelou Public Charter School (MAPCS)**,
- The **Young Adult Learning Center** offers youth ages 17-24, who have disconnected from traditional educational pathways, with an academic program, workforce development opportunities and career internships; and
- The **Maya Angelou Academy** at New Beginnings Youth Development Center – the District’s long-term facility for youth who have been adjudicated delinquent.
- The **Maya Angelou Public Charter School-Academy** at the District of Columbia’s Jail- the District’s facility for individuals awaiting adjudication.
- The **Maya Angelou Academy** at the District of Columbia’s Youth Services Center-the District’s detention center for male and female youth.

During the 2021-22 school year, See Forever/Maya Angelou Schools served more than 750 students across its multi-campus collaboration.

Since its inception, the See Forever Foundation has been driven by its mission to create learning communities in lower-income urban areas where all students, particularly those who have not succeeded in traditional schools, can grow socially and academically. Our school’s target population includes students who face challenges, such as substance abuse, poor academic performance in traditional school settings, truancy, involvement with the juvenile justice system, difficult home situations, poverty, and/or violence in the community. Accordingly, our public charter schools and our school for adjudicated youth serve as places of hope where students, teachers, parents, and community members form unique bonds through an intensive academic curriculum integrated with socio-emotional learning and special programs.



HOW TO USE THIS PUBLICATION

1. The courses listed in this publication comprise the instructional program for all Maya Angelou Schools. Only approved core curricula are available at our campuses, and courses may not be offered during this school year if enrollment does not permit.
2. Courses appear in order within departments.
3. Credits are awarded for successful demonstration of a specified unit of study. MAS follows the District of Columbia regulations for the Carnegie units and awards 1 credit per 120 seat hours half a credit for 60 seat hours.
4. After required specified credits have been earned, all other credits are electives.
5. Prerequisites are conditions that must be met in order to enroll in a course.
6. Students and families may need assistance from counselors and administrators with interpreting information within this publication.

PLANNING A HIGH SCHOOL SCHEDULE

All students are expected to meet standards of the District of Columbia, as passed by the Office of the State Superintendent (OSSE) to graduate from high school. Careful and informed course planning is necessary to accomplish this goal. Work closely with your Academic Dean or Guidance Counselor to:

1. Review credits you have earned as indicated on your official transcript to determine whether you are meeting graduation requirements.
2. Ensure that MAS has **all** transcripts for each secondary program you have attended.
3. Check your schedule to ensure that it reflects your planning form.
4. Some courses have limited enrollment based on capacities of the physical facilities of the school. Academic Deans will prioritize upperclassmen into these courses to facilitate a timely graduation.

5. Maya Angelou Schools has a flexible scheduling program and many classes change on the quarter and semester mark. The sample sequence that follows is only a sample and students may move faster or slower through the sequence passed on individual credit attainment.

SAMPLE HIGH SCHOOL CORE CURRICULUM COURSE SEQUENCE

| CONTENT | 1 st Year | 2 nd Year | 3 rd Year | 4 th Year |
|----------------|---|--|--|--|
| ENGLISH | <ul style="list-style-type: none"> English I | <ul style="list-style-type: none"> English II | <ul style="list-style-type: none"> English III | <ul style="list-style-type: none"> English IV |
| MATH | <ul style="list-style-type: none"> Algebra I or Math Fundamentals Course | <ul style="list-style-type: none"> Geometry | <ul style="list-style-type: none"> Algebra II/ Trigonometry | <ul style="list-style-type: none"> Probability & Statistics or Pre-Calculus |
| SCIENCE | <ul style="list-style-type: none"> Biology or Environmental Science | <ul style="list-style-type: none"> Environmental Science or Biology | <ul style="list-style-type: none"> Chemistry | <ul style="list-style-type: none"> Physics or Concepts of Physical Science |
| SOCIAL STUDIES | <ul style="list-style-type: none"> World History I | <ul style="list-style-type: none"> World History II | <ul style="list-style-type: none"> United States History | <ul style="list-style-type: none"> US Government DC History & Government |

Note about differentiated course levels and co-enrollments

The principal approves all student schedules. As alternative schools, under certain conditions, the principal may allow a student to take two same subject core courses simultaneously in order to graduate or get back on track. Support will be given to the student (i.e. Success Plan, Memorandum of Understanding, para-professional, etc.). In addition, Honor's sections of core content may be offered in any given school year based upon demand. These courses would share the same name as the core courses listed in the manual. Example: English I Honors, World History I Honors, etc. A similar policy is true for co-taught or self-contained sections.

Maya Angelou Schools Grading Scale

Below is the grading scale for all Maya Angelou Schools. MAS will make adjustments for students who enroll from other schools with +/- and weighted courses.

A- 100%- 90%

B- 89%-80%

C- 79%-70%

D- 69%-60%

F- 59%-50%

Changes in Schedule

It is very difficult to make satisfactory adjustments at the last moment. Selections should be considered final. Requests for schedule changes will be honored only under extenuating circumstances. Only in unusual circumstances will schedule changes be made after the fourth week in either semester.

Requests for schedule changes will be considered for the following reasons only:

- I.** Course prerequisites not met
- II.** Seniors needing specific courses to meet District graduation requirements
- III.** To correct an obvious error
- IV.** Failing or non-qualifying grades in summer school courses
- V.** Excused absence documentation including student illness, death in immediate family, student legal proceedings, doctor's appointment and religious holiday
- VI.** Certain circumstances requiring administrative approval

HIGH SCHOOL GRADUATION REQUIREMENTS

| SUBJECT AREA | SPECIFIC CREDIT REQUIREMENTS | ASSESSMENT REQUIREMENTS ¹ |
|-------------------------------------|--|---|
| ENGLISH | 4 credits | PARCC (English I & II)* PEG Writing** NWEA MAP or STAR Renaissance** |
| MATHEMATICS | 4 credits (Including Algebra I, Geometry, Algebra II and an Upper-Level Math) | PARCC (Algebra I & Geometry)* NWEA MAP or STAR Renaissance** |
| SCIENCE | 4 credits (Including Biology, 2 lab sciences, and 1 other science) | PARCC (Biology)* |
| SOCIAL STUDIES | 4 credits (Including World History I and II, DC History, US Government and US History) | |
| OTHER REQUIREMENTS | | |
| ART | | .50 credit |
| COLLEGE LEVEL OR CAREER PREP | 2 credits: At least 2 credits of the 24 required credits must be identified AP, IB, HI-SCIP, CTE, and/or other college-level courses. (Students will be strongly encouraged to complete 1 credit in the Future Focus sequence) | |
| FOREIGN LANGUAGE | | 2 credits Each student will complete two years of the same foreign language. |
| HEALTH/ Physical Education | | 1.5 credits |
| MUSIC | | .50 credit |

OTHER ELECTIVES

3.5 credits

24 Total Credits Required: Four credits must be earned after completion of Grade 11 per local requirements. At least two (2) of the twenty-four (24) Carnegie Units for graduation must include a College Level or Career Preparatory (CLCP) course approved by the LEA and successfully completed by the student. The course may fulfill subject matter or elective unit requirements as deemed appropriate by the LEA. CLCP courses approved by the LEA may include courses at other institutions. Under truly exceptional circumstances, the See Forever Board of Directors may exempt a student from a credit requirement. This process is governed by the Chief of Schools and petitions will be documented in board meeting minutes in included in the student’s cumulative record.

Community Service: 100 Hours of Community Service are required, with 25 hours earned by the end of each year to be considered on track. Students must complete a locally-developed program approved by the Chief of Schools.

¹**ESSA Tests:** MAPCS requires all students to take the statewide assessment that applies to their enrolled courses **Every Student Succeeds Act Legislation*. In addition, students are required to take LEA-specific tests for authorizer oversight.
***School Reform Act Legislation*

For previous year graduation requirements, please consult the course manual for the school year in which the credit was earned.

TRANSFER AND CREDIT RECOVERY CREDITS

TRANSFER CREDITS

Maya Angelou Schools/See Forever Foundation eagerly accepts transfer credits and will do all we can to allow students to maintain credit momentum. Students should ensure that MAS has a transcript from every high school the student has previously attended. In addition, if a student wishes to transfer an Algebra I or Foreign Language credit from middle school, they will need to provide an official transcript or report card with awarded credit. All transfer credits for completed courses will be assessed for alignment to MAS courses and District of Columbia graduation requirements. Courses that do not align but have a passing grade may be used for elective credit. For international school transfers, MAS may seek additional guidance from the DC Public Charter School Board before awarding credit.

Mid-Course Entry: Students who transfer in the middle of a course offering and cannot earn credit will receive an AUD on their report card for Auditing. MAS will make very attempt to average in prior term grades into their final grade for the course.

Mid-Course Exit: Students who exit or withdraw well before the end of a course will not earn credit. They may receive a “W” instead of a failing grade.

CREDIT RECOVERY CREDITS

Maya Angelou Schools is proud to offer a robust credit recovery program to students who find they are off-track for graduation. We understand that students are often discouraged by their lack of success to pass a course on their first attempt. In order to re-engage students and get them back on track to earning their high school diploma, we use individualized course pathways built of flexible quarter scheduling and credit recovery courses. A student is eligible to enroll in a credit recovery if they failed the course and/or received 0 credit on a first attempt of a course. Also, the student needed to have attempted the majority of the course and received no credit in the course. For example, mid-course transfers would not be eligible for credit recovery (see Transfer Credit section under Mid-Course Entry). Students may earn a credit recovery credit by completing one of the following:

1. Traditional Classroom Learning/ Blended Learning where he or she will be scheduled into a class with a teacher who will review and assess content using one or a combination of projects, daily assignments, and/or online coursework.
2. Edgenuity or APEX Course: Student completes and masters content through the online platform at their own pace. The class will be customized and monitored by a teacher faculty member. Once a student masters their assigned content with a passing grade (60% or higher) they will be awarded the overall grade and earned credit.

Students may attend class after school and on Saturdays to complete credit recovery courses and receive tutoring on course content. (site dependent)

Per District of Columbia policy credit recovery courses may be completed without the 120 hours or 60 hours of seat time.

*****All courses will be offered in summer school so that students may recover or earn credit to remain on target for graduation.**

ENGLISH/LANGUAGE ARTS

| Course Name | Credits |
|-----------------------------|--|
| English I, English 1 CR | 1.0 |
| English 2A, English 2B | 0.5 0.5 |
| Graduation Requirement: ELA | Students read, synthesize, analyze, and respond to complex literary and informational texts that are thematically connected, exploring such themes as Coming of Age and Reflections: Past to Present. Genres studied include the novel and the autobiography, as well as shorter texts representative of diverse media and formats. Students examine rhetorical devices and the author's language as it is used to produce effective arguments and analytical papers. The development of effective speaking and listening skills is an integral part of the course and continued instruction in the effective and correct use of language. |

| Course Name | Credits |
|-----------------------------|---|
| English II, English 2 CR | 1.0 |
| English 2A, English 2B | 0.5 0.5 |
| Graduation Requirement: ELA | Students explore the actions and reactions of individuals to the world in which they live and construct oral and written analytical responses to diverse text formats that are thematically connected, exploring such themes as Hopes and Fears and Individual and Society. Students continue their literary study of the novel and the play and examine memoir and poetry genres. Informational texts support the unit themes. Students construct explanatory and argument responses to various texts as critical readers and writers. Opportunities are provided for students to polish their spoken communication. |

| Course Name | Credits |
|--------------------------------------|---|
| English III, English 3 CR | 1.0 |
| English 3A, English 3B | 0.5 0.5 |
| Graduation Requirement: ELA | Inquiry into the American Experience encourages both teacher and student autonomy in order to provide for the kind of creative, authentic, and deep teaching and learning necessary to prepare all students for college and careers. The word "inquiry" in the course title emphasizes the search to make meaning, and the subject of that inquiry is the multitude of different ways that individuals experience life in this country. Teachers develop units based on broad themes and open-ended questions, engaging students with complex texts, ideas, and writing assignments. Throughout the course, teachers also encourage students to choose texts from diverse perspectives and time periods, research issues that interest them, and present their ideas in a variety of analytical and creative formats. |

| Course Name | Credits |
|-------------------------------------|--|
| English IV, English 4 CR | 1.0 |
| English 4A, English 4B | 0.5 0.5 |
| Graduation Requirement: ELA | Inquiry into the Global Experience encourages students to consider multiple and complex points of view on universal themes and global issues. Students pursue questions that interest them and read a variety of texts that are diverse in terms of cultural experience, time period, and world view, including texts from non-Eurocentric perspectives The word "inquiry" in the course title emphasizes the search to make meaning and grapple with the big ideas and challenging issues of our increasingly global society. In preparation for college and careers, students continue to develop skills for using language to understand a world that is changing rapidly in terms of how information is produced and shared. |

| Course Name | Credits |
|--------------------------------|--|
| Creative Writing | 1.0 |
| Graduation Requirement: ELE | This course is designed for students interested in creative and advanced expository writing. Students receive guided instruction in creative writing with special emphasis on poetry, drama, fiction, and expository writing. Regular guidance and instruction take place mainly in small, common-interest groups, supplemented by frequent teacher-student conferences and critiques. |

| Course Name | Credits |
|--------------------------------|---|
| Public Speaking | 1.0 |
| Graduation Requirement: ELE | This course provides instruction and experience in the preparation and delivery of speeches and presentations within public settings, including group discussion. Emphasis is on the research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. By the end of the course, students are able to prepare and deliver well-organized speeches and presentations. Students are also able to participate in and contribute to group discussions. They can demonstrate the speaking, listening, and interpersonal skills necessary to be effective communicators in academic settings, in the workplace, and in the community. |

MATHEMATICS

| Course Name | Credits |
|---------------------------------|--|
| Algebra I, Algebra I CR | 1.0 |
| Algebra 1A, Algebra 1B | 0.5 0.5 |
| Graduation Requirement: MATH | This course focuses on the mastery of five critical areas: (1) developing understanding and investigating relationships between quantities and reasoning with equations; (2) developing understanding and applying linear and exponential relationships; (3) performing arithmetic operations on polynomial expressions, solving equations, inequalities, and systems of equations; (4) using properties of rational and irrational numbers to develop an understanding of quadratic functions; and (5) investigating trends and modeling with descriptive statistics. |

| Course Name | Credits |
|---------------------------------|---|
| Geometry, Geometry CR | 1.0 |
| Geometry A, Geometry B | 0.5 0.5 |
| Graduation Requirement: MATH | This course formalizes and extends students geometric experiences from the elementary and middle school grades. Students explore more complex geometric situations and deepen their understanding of geometric relationships, progressing toward formal mathematical arguments. Instruction at this level will focus on the understanding and application of congruence as a basis for developing formal proofs; the relationships among similarity, trigonometry and triangles; the relationships between two- and three-dimensional objects and their measurements; exploration of geometric descriptions and equations for conic sections; and application of geometric concepts in modeling situations. |

| Course Name | Credits |
|--|--|
| Algebra II & Trigonometry, Algebra II & Trigonometry CR | 1.0 |
| Algebra II, Trigonometry | 0.5 0.5 |
| Graduation Requirement: MATH | This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. Practice standards and mathematical habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically. Trigonometry is designed for students that have successfully completed a second year of algebra and desire to improve their analytic math abilities and understanding of trigonometry. During this in-depth study of trigonometry, students will utilize their geometry and algebra skills. Students will be required to express understanding using qualitative, quantitative, algebraic, and graphing skills. |

| Course Name | Credits |
|---|---|
| Probability & Statistics, Probability & Statistics CR | 1.0 |
| Probability & Statistics A, Probability & Statistics B | 0.5 0.5 |
| Graduation Requirement: MATH | This course is the study of descriptive and inferential statistics and probability. This class provides students with an understanding of how to collect, organize, summarize and present statistical information, and how to perform experiments on subject samples using sampling techniques. Also included are probability and knowledge of distribution to examine and make predictions about a population. |
| Credit: 1.0 | |

| | |
|---|---|
| Course Name | Pre-Calculus |
| Pre-Calculus, Pre-Calculus CR | 1.0 |
| Pre-Calculus A, Pre-Calculus B | 0.5 0.5 |
| Graduation Requirement: MATH | This course combines the study of Trigonometry Elementary Functions Analytic Geometry and Math Analysis topics as preparation for calculus Topics typically include the study of complex numbers polynomial logarithmic exponential rational right trigonometric and circular functions and their relations inverses and graphs trigonometric identities and equations solutions of right and oblique triangles vectors the polar coordinate system conic sections Boolean algebra and symbolic logic mathematical induction matrix algebra sequences and series and limits and continuity. |

SCIENCE

| Course Name | Credits |
|---|--|
| Environmental Science, Environmental Science CR | 1.0 |
| Environmental Science A, Environmental Science B | 0.5 0.5 |
| Graduation Requirement: LAB | This Next Generation Science Standard (NGSS) aligned course builds on the foundations of the earth, life, and physical sciences. It is designed for students to experience the interdisciplinary nature of environmental science. Students will use the Science and Engineering Practices to construct an understanding of the interdependence of organisms, populations, and natural resources; renewable and nonrenewable energy resources; and humans' impact on the environment. Students will participate in frequent descriptive and field investigations, service projects, and research related to environmental law. Students will also have the opportunity to explore environmental careers. This course features learning that supports the disciplines of Earth/Space Science, Life Science, and Physical Science. Note: Animals may be dissected in this course. Alternatives to dissection are available. This course includes a lab component. |

| Course Name | Credits |
|---|--|
| Environmental Science, Environmental Science CR | 1.0 |
| Environmental Science A, Environmental Science B | 0.5 0.5 |
| Graduation Requirement: SCI | This Next Generation Science Standard (NGSS) aligned course builds on the foundations of the earth, life, and physical sciences. It is designed for students to experience the interdisciplinary nature of environmental science. Students will use the Science and Engineering Practices to construct an understanding of the interdependence of organisms, populations, and natural resources; renewable and nonrenewable energy resources; and humans' impact on the environment. Students will participate in frequent descriptive and field investigations, service projects, and research related to environmental law. Students will also have the opportunity to explore environmental careers. This course features learning that supports the disciplines of Earth/Space Science, Life Science, and Physical Science. Note: Animals may be dissected in this course. Alternatives to dissection are available. This course does not include a lab component. |

| Course Name | Credits |
|---------------------------------|---|
| Anatomy & Physiology | 1.0 |
| Graduation Requirement: SCI | This course builds on the foundations of the life sciences and is designed to help students understand the anatomic and physiological basis of life. The course covers cytology, histology, and the human body systems. Students will use the Science and Engineering Practices to construct understanding of the interdependence of structure and function in biological systems. Students will be expected to integrate relevant information and acquired skills in the exploration of careers in the medical sciences. |

| Course Name | Credits |
|-----------------------------|--|
| Biology, Biology CR | 1.0 |
| Biology A, Biology B | 0.5 0.5 |
| Graduation Requirement: BIO | In this course, students will build an understanding of: how organisms live and grow (structure and function, growth and development of organisms, and organization for matter and energy flow in organisms); how and why organisms interact with their environment and the effects of these interactions (interdependent relationships in ecosystems, cycles of matter and energy transfer in ecosystems, ecosystem dynamics, functioning, and resilience, and social interactions and group behavior); how characteristics of one generation are passed to the next and how individuals of the same species and even siblings can have different characteristics (inheritance of traits and variation of traits); and what evidence shows that different species are related (evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans). Engineering design is incorporated as students consider technological solutions to real-world problems. This course supports environmental literacy and features learning that supports the discipline of Life Science. Note: Animals may be dissected in this course. Alternatives to dissection are available. |

| Course Name | Credits |
|---------------------------------|--|
| Chemistry, Chemistry CR | 1.0 |
| Chemistry A, Chemistry B | 0.5 0.5 |
| Graduation Requirement: LAB | This course includes the study of the periodic table, bonding, gases, solutions, organic molecules, and acids and bases. Students will engage in the practices of science and engineering to construct an understanding of the characteristics and quantitative relationships associated with matter. Technology is used extensively to collect and analyze data. Algebraic skills will be applied to solve problems. Principles of chemistry as they relate to our everyday lives will be emphasized. |

| Course Name | Credits |
|-----------------------------|---|
| Physics, Physics CR | 1.0 |
| Physics A, Physics B | 0.5 0.5 |
| Graduation Requirement: LAB | This course develops student understanding of forces, motion, and gravity; energy and momentum; electricity and magnetism; and waves. Students will engage in the practices of science and engineering to construct their understanding of the conceptual and quantitative relationships associated with matter and energy. Technology will be used extensively to collect and analyze data. Students will apply concepts from Algebra and Geometry to solve problems. Principles of physics as they relate to our everyday lives will be emphasized. |

| Course Name | Credits |
|----------------------------------|---|
| Earth Science, Earth Science CR | 1.0 |
| Earth Science A, Earth Science B | 0.5 0.5 |
| Graduation Requirement: SCI | In this course, students will build an understanding of: the universe and Earth's place in it (stars, planets, and Earth's history); the dynamic and interrelated systems of the Earth (Earth materials, plate tectonics and other large scale system interactions, water and Earth's surface processes, weather and climate); and the interactions between Earth's surface 1 credit processes and human activities (natural resources, natural hazards, human impact on Earth systems, and global climate change). |

| Course Name | Credits |
|------------------------------|---|
| Concepts of Physical Science | 1.0 |
| Graduation Requirement: LAB | Concepts of Physical Science is the study of matter and energy and includes chemistry and physics. It is a basis for the further study of chemistry and physics. Labs or investigations are used to give students hands on learning and practical applications as well as to teach the material. Math is also very important to science students and calculators should be brought and used in class. Topics that will be studied include: matter, the periodic table, elements, mixtures, compounds, chemical reactions, light and electromagnetic spectrum, energy, heat, motion, Newton's laws and momentum. This course includes a lab component. |

HISTORY/SOCIAL STUDIES

| Course Name | Credits |
|--|--|
| World History I, World History I CR | 1.0 |
| World History 1A, World History 1B | 0.5 0.5 |
| Graduation Requirement: HIS | This course presents a survey of the human experience from 1000 BCE to 1350 CE. The course will focus on the major intellectual, social, political, historical, economic, and geographic themes from both the western and non-western traditions. Major units of study include classical civilizations expanding trade and cultures, and the Medieval Era. |

| Course Name | Credits |
|--|---|
| World History II, World History II CR | 1.0 |
| World History 2A, World History 2B | 0.5 0.5 |
| Graduation Requirement: HIS | This course is designed to survey the history of the human experience from the late Middle Ages to the present. Students will learn major events, concepts, and themes from the western and non-western traditions. Strong emphasis is placed on the reading and interpretation of primary and secondary source documents, maps, and data, and on the application of knowledge through argument and explanatory writing using multiple sources. Students will be exposed to many seminal documents in world history, and will be expected to closely read and analyze complex text. Students will learn skills and content that will help prepare them for future course work in secondary social studies. This course fulfills the World History graduation requirement. |

| Course Name | Credits |
|-----------------------------------|---|
| US History, US History CR | 1.0 |
| US History A, US History B | 0.5 0.5 |
| Graduation Requirement: HIS | This course presents a comprehensive study of United States history from 1877 to the present. Students will learn major concepts and themes in United States history, with a strong emphasis on the reading and interpretation of primary and secondary source documents, and on the application of knowledge through argument and explanatory writing using multiple sources. Students will be exposed to many seminal documents in American history, and will be expected to closely read and analyze complex text. Students will learn skills and content that will help prepare them for future course work and assessments in secondary social studies. This course fulfills the United States history graduation requirement. |

| Course Name | Credits |
|--|--|
| US Government, US Government CR | 0.5 |
| Graduation Requirement: HIS | This course presents a comprehensive study of national, state, and local government. Additional topics of study include law, economics, financial literacy, and current issues. Students will learn and apply content and skills through reading complex primary and secondary source text for comprehension and interpretation, written and oral expression, study skills, problem solving, and critical thinking skills. Students will be expected to closely read and analyze many seminal documents in American history, important Supreme Court cases, laws and statutes, graphs and charts, as well as news articles and political cartoons. |

| Course Name | Credits |
|--|---|
| District of Columbia History & Government | 0.5 |
| Graduation Requirement: HIS | This course helps students trace the evolving identity of a world capital. Starting with early American Indian settlements, students explore colonialism in the District, voting rights, charters, abolitionist movements, discrimination, the church resistance, and famous local universities that shaped the recognition and distinction of Washington, D.C. Students also examine what ended home rule, the migration over time of varying ethnic and socioeconomic groups in and out of the city, and political leaders' struggles with the legal constitutional interpretation of the District and how these have contributed to the city's modern concerns and challenges. This course is taken in combination with U.S. Government. |

| Course Name | Credits |
|------------------------------|---|
| Street Law | 1.0 |
| Graduation Requirement: ELEC | This course is designed to enable students to explore issues related to law, justice, and the American legal system. The following topics are included in this course: introduction to the law and the legal system, criminal law and the juvenile justice system, torts, consumer law, family law, housing law, and individual rights and liberties. |

| Course Name | Credits |
|---|---|
| Personal Finance, Personal Finance CR | 1.0 |
| Personal Finance A, Personal Finance B | 0.5 0.5 |
| Graduation Requirement: ELEC | This course is designed to help students identify and learn personal strategies for managing financial resources. Investment simulations are used to focus on the importance of managing funds and investing wisely. Topics include consumerism, personal finance, credit, and investment planning. |

WORLD LANGUAGES

| Course Name | Credits |
|-----------------------------|---|
| French I, French I CR | 1.0 |
| French 1A, French 1B | 0.5 0.5 |
| Graduation Requirement: FLA | This course is an introduction to the French language and Francophone culture. In French I, students communicate on a variety of topics, such as exchanging greetings, identifying classroom objects, describing family members, telling time, describing weather conditions and seasons, locating places around town, and ordering foods in a café. Students explore the Francophone and examine the differences and similarities between Francophone and American cultures. |

| Course Name | Credits |
|-----------------------------|--|
| French II, French II CR | 1.0 |
| French 2A, French 2B | 0.5 0.5 |
| Graduation Requirement: FLA | This course emphasizes what students are able to do in the language. Students communicate regarding a variety of topics in the past, present and future. Students continue to study Francophone culture through reading, lectures, discussions, and the use of media and technology. |

| Course Name | Credits |
|-----------------------------|--|
| Spanish I, Spanish I CR | 1.0 |
| Spanish 1A, Spanish 1B | 0.5 0.5 |
| Graduation Requirement: FLA | This course introduces students to the language and cultures of the Spanish-speaking world. In Spanish I, students communicate about various topics, such as exchanging greetings, identifying classroom objects, describing family members, telling time, describing weather and seasons, locating places around town, and shopping for clothing. Students explore the Spanish speaking world, focusing on the geography of Spain and Latin America. They compare relevant aspects of the cultures of the Americas and Spain. |

| Course Name | Credits |
|--------------------------------------|---|
| Spanish II, Spanish II CR | 1.0 |
| Spanish 2A, Spanish 2B | 0.5 0.5 |
| Graduation Requirement: FLA | This course emphasizes what students are able to do in the language. Students communicate about a variety of topics in past, present and future. Students study the culture of the Spanish-speaking world through readings, lectures, discussions, and the use of media and technology. |

FINE ARTS/MUSIC

| Course Name | Credits |
|-----------------------------|---|
| Music I, Music I CR | 0.5 |
| Graduation Requirement: MUS | This course introduces the major themes of music and how its influences have shaped most of western cultural heritage. Topics include: What is Music? Music of the Ancients; Classical Music; Renaissance Music; Baroque Music; Modern Music; 20 th Century Music; Contemporary Music; and beyond. |

| Course Name | Credits |
|------------------------------|--|
| Music II, Music II CR | 0.5 |
| Graduation Requirement: MUS | This course builds upon the foundation that was set in Music I. Students will use the knowledge that they have gained in Music I about what music is, the origin of music genres, and time periods important in the history of music (such as the Harlem Renaissance) to assess the growth of music from then until now. Students will learn about sampling, producing, and copywriting. Additionally, students will have in depth discussions on radio censoring, performance taxes, and other current relevant music topics. |

| Course Name | Credits |
|-----------------------------|---|
| Black Broadway Music | 0.5 |
| Graduation Requirement: MUS | This course will provide students with the opportunity to develop an in depth understanding of Black History and Culture through the development of musical projects. Students will be guided through the process of creating various music, utilizing various musical genres, matched with student creativity. |

| Course Name | Credits |
|--|--|
| Art & Design, Art & Design CR | 0.5 |
| Graduation Requirement: ART | This course is designed to help students understand the basic principles of visual art—perspective, the color wheel and more, while examining the historical representations of art. Students are engaged in studio artwork, exploring different media, and presenting varied themes in their own artwork. Finally, the course provides an introduction to Art History and critique, asking students to learn about various artistic movements and analyze style and themes. |

| Course Name | Credits |
|--|--|
| Advanced Art, Advanced Art CR | 0.5 |
| Graduation Requirement: ART | This advanced course builds upon the basic principle of visual arts. Students are engaged in studio artwork, exploring different media, and presenting varied themes in their own artwork. |

| Course Name | Credits |
|--------------------------------|--|
| Black Broadway Art | 0.5 |
| Graduation Requirement: ART | This course will provide students with the opportunity to develop an in depth understanding of Black History and Culture through the development of artistic projects. Students will be guided through the process of creating various art, utilizing various artistic disciplines, matched with student creativity. |

HEALTH/PHYSICAL EDUCATION

| Course Name | Credits |
|--------------------------------|--|
| Health, Health CR | 0.5 |
| Graduation Requirement: HEALTH | This course provides students with the knowledge and resources they need in order to lead healthy lives. This course will cover general health topics, including healthy eating habits, physical exercise regimens, and guidelines as to how often/when students should visit their primary care physician. Additionally, students will be taught about their sexual health—how sexually transmitted diseases are obtained, how to treat/cure STDs, and how to protect themselves from STDs and pregnancy. |

| Course Name | Credits |
|--|--|
| Health and Physical Education I, Health and Physical Education I CR | 1.0 |
| Health I, Physical Education I | 0.5 0.5 |
| Graduation Requirement: HEALTH/PE | This course will combine the traditional health course with Team Sports. Students will cover general health topics, including healthy eating habits, physical exercise regimens, and guidelines as to how often/when students should visit their primary care physician during the health portion of the class. They will also participate in basketball, flag football, soccer, ultimate Frisbee, kickball, badminton, and volleyball in addition to other cardiovascular fitness activities. |

| Course Name | Credits |
|---|--|
| Health and Physical Education II, Health and Physical Education II CR | 1.0 |
| Health II, Physical Education II | 0.5 |
| Graduation Requirement: HEALTH/PE | This course focuses on making healthy decisions concerning nutrition and activities. Students will monitor their diet and exercise routines. Students will participate in project-based learning that examines health risk and preventive health. Activities such as Yoga, Aerobics, various sports, and Zumba will be explored with an emphasis on an area of interest such as Zumba, Yoga, Pilates, Aerobics, and Boot Camp. |

| Course Name | Credits |
|---|--|
| Personal Health and Fitness, Personal Health and Fitness CR | 0.5 |
| Graduation Requirement: HEALTH | This course is a hybrid course that focuses on health-related behaviors; ways that personal health decisions and behaviors affect body systems and health; and strategies for reducing health risks and enhancing wellness throughout the life span. This course examines nutrition, diet and weight control, and fitness concepts of cardiovascular respiratory endurance, muscular endurance, and flexibility. |

| Course Name | Credits |
|---|--|
| Physical Education I, Physical Education I CR | 0.5 |
| Graduation Requirement: PE | This course will engage students in a variety of physical activities to promote general health. From independent activities to group activities, students will have fun learning about different athletic sports, as well as a variety of teambuilding games. This course will also help students develop confidence and self-esteem, as they learn how to play as a team. |

| Course Name | Credits |
|--|--|
| Physical Education II, Physical Education II CR | 0.5 |
| Graduation Requirement: PE | This course is a continuation of the skills learned during Physical Education I. Students will continue to engage in a variety of physical activities to promote general health. During this course, students will be able to explore various team sports and learn the rules of games such as basketball, volleyball, and tennis. This course will continue to mold students' confidence and self-esteem. |

| Course Name | Credits |
|--|---|
| Team Sports, Team Sports CR | 0.5 |
| Graduation Requirement: PE | This course will allow students to learn skills and strategies used in team sports. The course will include daily skill instruction and implementation of those skills into a competitive game setting. Sports may include, but are not limited to: basketball, flag football, soccer, ultimate Frisbee, kickball, badminton, and volleyball. This course will also include daily cardiovascular fitness. |

CAREER/TECHNICAL EDUCATION

| Course Name | Credits |
|--|--|
| Banking and Credit, Banking and Credit CR | 0.5 |
| Graduation Requirement: CCR/CTE | This course presents a survey of the principles and practices of banking and credit in the United States. Students learn about the major functions of banks and other depository institutions, in-house operations and procedures, central banking through the Federal Reserve System and modern trends in the banking industry. The credit component provides an overview of credit functions and operations including credit risk evaluation, loan creation and debt collection. Additionally, the course introduces students to the financial planning process and the components of a comprehensive financial plan. Students learn how to prepare a financial plan that includes saving, investing, borrowing, risk management (insurance), retirement, and estate planning. |

| Course Name | Credits |
|---|--|
| NCCER Core: Introduction to Construction | 1.0 |
| Graduation Requirement: CCR/CTE | This course is a prerequisite to all other Level 1 craft curriculum. Its modules cover topics such as Basic Safety, Communication Skills and Introduction to Construction Drawings. The recently released sixth edition of Core features a new, elective module introducing construction careers, more rigorous performance tests and extensive updates on math, hand tools, power tools and drawings. Completing this curriculum gives the trainee the basic skills needed to continue education in any craft area he or she chooses. |

| Course Name | Credits |
|--|--|
| Career Exploration I, Career Exploration I CR | 0.5 |
| Graduation Requirement: CCR/CTE | This course prepares students currently in their second, third, or fourth semester of high school, for participation in the workplace and assist them in actively pursuing an occupation. Students will broaden their understanding of occupations through various job activities which may include researching, mock interviewing, job shadowing, and resume building. Students will develop occupational and/or professional core knowledge necessary for a successful transition into the world of work. Students will participate in transition assessments which may include the Transition Assessment Goal Generator (TAGG) , O*Net Interest Profiler , Casey Life Skills , and CITE Learning Styles . Using their areas of strengths and interests students will create a plan to achieve their employment goal including education/training, skills needed and transferable skills, volunteer, internships, and paid work opportunities to build the skills. |

| Course Name | Credits |
|--|--|
| Business Entrepreneurship and Coding, Business Entrepreneurship and Coding CR | 1.0 |
| Graduation Requirement: CCR/CTE | Students will learn the basics of planning and launching their own business. They will focus on coming up with a detailed business proposal, how to attract investors, create successful marketing, and manage a budget. |

| Course Name | Credits |
|--|---|
| Computer Applications, Computer Applications CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course moves students beyond literacy into the use of applications within the Microsoft Office Suite. Students will learn spreadsheet and publication development using Microsoft Excel, Publisher and PowerPoint. |

| Course Name | Credits |
|--|---|
| Computer Literacy, Computer Literacy CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course is a hands-on computer literacy course that focuses on developing skills needed to use personal computer systems for business, individual, and educational purposes. The course starts with keyboarding skills of touch operation of alphanumeric/keyboard characters. Emphasis is placed on mastery of the keyboard with desirable keyboarding techniques, development of speed and accuracy, and the proper care of equipment. The course integrates introductory knowledge of word processing, computing and operating system information. |

| Course Name | Credits |
|---|---|
| Delivering Great Customer Service, Delivering Great Customer Service CR | 1.0 |
| Delivering Great Customer Service-A, Delivering Great Customer Service-B | 0.5 0.5 |
| Graduation Requirement: CCR/CTE | The Delivering Great Customer Service course introduces students to the concept of service as a critical component of a hospitality or tourism business. It combines learning current theory and practice with observations of customer service in action, role-play, and critical analysis of models to provide a comprehensive perspective on this subject. By the end of the course, students come to realize that the principles of great customer service have wide-ranging implications for all professional endeavors. |

| Course Name | Credits |
|--|---|
| Event Planning, Event Planning CR | 1.0 |
| Graduation Requirement: CCR/CTE | As part of our Academy of Hospitality and Tourism, Event Planning, this course introduces students to the skills and knowledge required in the event planning profession. Topics include aligning events with client goals, budgeting and bidding, sustainable practices, venue selection and management, personnel considerations, marketing, and sports sponsorship. Students learn about sports and entertainment events as well as special and professional events. Students consider the role of events in the larger context of communities and society. They realize how important events are to the health or revitalization of regions around the world and how they are an integral component of tourism. |

| Course Name | Credits |
|--|---|
| Entrepreneurship, Entrepreneurship CR | 1.0 |
| Graduation Requirement: CCR/CTE | As part of our Business Administration & Management pathway, this course teaches students the business and academic skills they need to build and manage a successful 21st century business. The course focuses on the fundamentals of entrepreneurship, recognizing opportunities, determining the feasibility of a business idea, conducting market research, managing marketing strategies, and business planning, among other subjects. May have previously been listed as <i>Entrepreneurship: Building a Business</i> . |

| Course Name | Credits |
|--|---|
| Geography of Tourism, Geography of Tourism CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course introduces students to the importance of geography in the hospitality and tourism industry through the study of travel or “destination” geography. Students explore the world’s geographic regions, focusing on the factors that create desirable travel destinations; weather and climate, physical features, cultural elements, historical interest, and tourist attractions. Students study the ways that the tourism industry promotes destinations, and they learn about current trends in travel. |

| Course Name | Credits |
|--|---|
| Hospitality Marketing, Hospitality Marketing CR | 1.0 |
| Graduation Requirement: CCR/CTE | As part of our Academy of Hospitality and Tourism, this course introduces students to the objectives, strategies, and tools that are important to marketing in the hospitality industry, expanding on topics introduced in Principles of Hospitality and Tourism. Students become familiar with each phase of marketing and with strategies to build business and brand equity, for both large-scale operations (such as hotel chains) and smaller businesses (such as restaurants). They learn how to assess marketing niches, understand customer and consumer needs, and conduct basic market research. As students study the benefits and potential drawbacks of various marketing channels, they develop an integrated marketing campaign that uses a range of appropriate marketing channels. |

| Course Name | Credits |
|----------------------------------|--|
| Internship, Internship CR | |
| Graduation Requirement: CCR/CTE | This course is a course for students to gain employment experience. Students are interviewed and assigned to work sites where they are expected to perform tasks assigned by their supervisor. They will receive a grade of Pass/Fail based on punctuality/attendance, work ethic, communication skills, leadership and professionalism at the site. Depending on their program type, students may be paid for their internship as well. |

| Course Name | Credits |
|--|--|
| Introduction to Business, Introduction to Business CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course is a course designed to introduce students to the study of the functional areas of business in order to recognize the integral role business plays in the economy and our lifestyles. Topics include the major elements in the business environment, forms of business ownership, competition in the domestic and international market, management of human and financial resources, marketing, business technology and information management, accounting, and business and personal finance. |

| Course Name | Credits |
|--|--|
| Intro to Careers, Intro to Careers CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course will provide students with an overview of the school's Academy of Hospitality and Business Certification Program. Students will also focus on strengthening their soft skills in order to prepare for the demands of each program. |

| Course Name | Credits |
|--|--|
| Intro to Information Technology I, Intro to Information Technology I CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course teaches skills pertaining to information technology, computer programing, and HOT technology certifications and cyber security tools. This course will prepare students for entry and mid-level IT jobs. This course will also provide students with fundamental principles and concepts of Microsoft Office. This includes Microsoft Word, Microsoft Excel, Microsoft PowerPoint and Microsoft Publisher. |

| Course Name | Credits |
|--|---|
| Intro to Information Technology II, Intro to Information Technology II CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course develops advanced knowledge and skills pertaining to information technology and computer programing. This course will also introduce students to network building, computer hardware fundamentals and advanced IT literacy. |

| Course Name | Credits |
|--|---|
| Principles of Hospitality and Tourism, Principles of Hospitality and Tourism CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course provides an overview of the current hospitality and tourism industry. It serves as the foundation for the core course offered by NAF's Academy. Students take a brief look at the history of the industry to understand the forces that have shaped it and the degree to which it has changed in the past century. They learn about the traveler's motivation and consumer need and how these factors affect current offerings in lodging, transportation, food, and entertainment sectors. They receive exposure to the wide array of domestic and international travel. |

| Course Name | Credits |
|--|--|
| Marketing Essentials, Marketing Essentials CR | 1.0 |
| Graduation Requirement: CCR/CTE | As part of our Business Administration & Management pathway, this course provides an introduction to the theory and practice of marketing and explains the core functions of marketing. The course reviews the latest national marketing standards, the growth of online advertising and strategies, the decline of print newspapers, social media marketing strategies, privacy and identity protection, and web analytics. |

| Course Name | Credits |
|--|---|
| Professional Ethics, Professional Ethics CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course provides a solid understanding of why ethics is important in every profession. After an introduction to several philosophies that inform ethics today, students explore the characteristics of an ethical professional. Students consider the range of dilemmas faced by managers and employees in the workplace. They learn about the qualities of effective leaders and the tools modern professionals use to instill an ethical workplace culture. Throughout the course, students have opportunities to refine their personal sense of ethics as they begin to build an |

| | |
|--|---|
| | ethical foundation for their professional future. |
|--|---|

| Course Name | Credits |
|--|--|
| Sustainable Tourism, Sustainable Tourism CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course introduces students to the profound changes taking place worldwide in the tourism industry. Students examine the environmental and socioeconomic impacts and interrelationships of tourism, as well as the transition to a greener tourism economy. They explore the ramifications of tourism development in terms of increased sustainability, profitability, and benefits to the surrounding communities, and they examine ecotourism as a model for sustainability. |

| Course Name | Credits |
|--|--|
| Principles of Health Science, Principles of Health Science CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. |

| Course Name | Credits |
|--|--|
| Medical Terminology, Medical Terminology CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. |

| Course Name | Credits |
|--|---|
| Anatomy and Physiology, Anatomy and Physiology CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. |

| Course Name | Credits |
|--|--|
| Medical Microbiology, Medical Microbiology CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course is designed to explore the microbial world, studying topics such as pathogenic and non- pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. |

| Course Name | Credits |
|--|---|
| Foundations of Cybersecurity, Foundations of Cybersecurity CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course allows students to develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks. The skills obtained in this course prepare students for additional study in cybersecurity. A variety of courses are available to students interested in this field. Foundations of Cybersecurity may serve as an introductory course in this field of study. |

| Course Name | Credits |
|--|--|
| Internetworking Technologies, Internetworking Technologies CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course is normally comprised of the courses called Cisco CCNA R&S: Introduction to Networks (CCNA 1) and Cisco CCNA R&S: Routing and Switching Essentials (CCNA 2). The course introduces the concept of networking, using various analogies to help the student understand the movement of packets throughout the Internet, and the protocol standards used. The Routing and Switching course moves the student into the theory of “moving packets.” The concepts of routing and switching “packets” to the correct destination is covered, and how a network administrator. |

| Course Name | Credits |
|--|--|
| Cybersecurity Capstone, Cybersecurity Capstone CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course allows students to develop the knowledge and skills needed to explore advanced concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will develop security policies to mitigate risks. The skills obtained in this course prepare students for additional study toward industry certification. A variety of courses are available to students interested in the cybersecurity field. Cybersecurity Capstone may serve as a culminating course in this field of study. |

| Course Name | Credits |
|--|---|
| Digital Forensics, Digital Forensics CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course is an evolving discipline concerned with analyzing anomalous activity on computers, networks, programs, and data. As a discipline, it has grown with the emergence of a globally-connected digital society. As computing has become more sophisticated, so too have the abilities of malicious agents to access systems and private information. By evaluating prior incidents, digital forensics professionals have the ability to investigate and craft appropriate responses to disruptions to corporations, governments, and individuals. Whereas cybersecurity takes a proactive approach to information assurance to minimize harm, digital forensics takes a reactive approach to incident response. |

| Course Name | Credits |
|--|--|
| College Foundations I, College Foundations I CR | 0.5 |
| Graduation Requirement: CCR/CTE | This course is a web-based course using Core Skills Mastery (CSM) to teach foundational math, literacy and problem-solving skills, while simultaneously building the learning strategies, traits and habits necessary for academic success. Students will take an initial assessment, the results of which are used to develop the appropriate adaptive content. CSM continuously sends students to the right skills by formatively analyzing each student response, so the students are always challenged without being frustrated, which maximizes learning. |

| Course Name | Credits |
|--|---|
| Future Focus III, Future Focus III CR | 1.0 |
| Graduation Requirement: CCR/CTE | 11th Grade: This course will focus on: shaping a personal vision of the future; preparing for the world of work; connecting a career goal to an education pathway; learning how to apply for different opportunities; and preparing for a successful senior year. |

| Course Name | Credits |
|--|---|
| Future Focus IV, Future Focus IV CR | 1.0 |
| Graduation Requirement: CCR/CTE | 12th Grade: This course focuses on finalizing student's transition plan for life after graduation. Students focus on completing college applications, applying for financial aid, and completing an exit portfolio. |

| Course Name | Credits |
|--|---|
| Intro to MAYA, Intro to MAYA CR | 0.5 |
| Graduation Requirement: CCR/CTE | This course is for freshmen and sophomores and will focus on project-based learning that will dissect the following topics: Creativity, Courage, Life Long Learning and Knowledge - Knowledge is Power, Social Justice, International/Global Awareness, the beauty of written language, Entrepreneurship, Service/Giving Back, Perseverance, Resiliency, Liberation, Leadership, Strength, Influence, Determination, Heritage Self-Discovery, Transitional Growth, Respect, and Responsibility. |

| Course Name | Credits |
|--|--|
| MAYA Seminar I, MAYA Seminar I CR | 0.5 |
| Graduation Requirement: CCR/CTE | This course is for sophomores and juniors and will focus on project-based learning that will dissect the following topics: Creativity, Courage, Life Long Learning and Knowledge - Knowledge is Power, Social Justice, International/Global Awareness, the beauty of written language, and Entrepreneurship. |

| Course Name | Credits |
|--|--|
| MAYA Seminar II, MAYA Seminar II CR | 0.5 |
| Graduation Requirement: CCR/CTE | This course is for sophomores and juniors and will focus on project-based learning that will dissect the following topics: Service/Giving Back, Perseverance, Resiliency, Liberation, Leadership, Strength, Influence, Determination, Heritage Self-Discovery, Transitional Growth, Respect, and Responsibility. |

| Course Name | Credits |
|--|--|
| MAYA Senior Seminar, MAYA Senior Seminar CR | 1.0 |
| Graduation Requirement: CCR/CTE | This course will focus on preparing graduating seniors for post-secondary plans. Students will be required to apply to colleges or training programs, complete FAFSA, submit scholarship applications, create a resume, and participate in interviews. |

| Course Name | Credits |
|------------------------------------|--|
| Life Skills, Life Skills CR | 0.5 |
| Graduation Requirement: CCR/CTE | This course prepares students for semi-independent/independent lifestyles. Students will be taught through real world hypothetical situations and hands on practice to prepare them for situations such as Landlord/tenant issues, time management, healthcare, budgeting, balancing a checkbook, bill paying methods (online, over the phone, in person), roommate disagreements, interviewing skills, employment skills, household sanitation, and other issues that arise during semi-independent/independent living. |

| Course Name | Credits |
|--|---|
| Service Learning, Service Learning CR | 0.5 |
| Graduation Requirement: CCR/CTE | This course will be provide opportunities to research topics that are meaningful to them and address real need or social justice issues in the community. These projects will lead to real world community service participation. Students will be involved in all levels of decision making when it comes to all projects and will initiate post-service reflections. While students will not earn community service hours for being enrolled in the course, they will be able to earn hours during the student designed projects outside of the class time. LearnServ curriculum will be used collaboratively in this course. |

| Course Name | Credits |
|---------------------------------|--|
| SAT Prep, SAT Prep CR | 0.5 |
| Graduation Requirement: CCR/CTE | This course will focus on test-taking strategies, examining questions, vocabulary, and timing. |

| Course Name | Credits |
|---------------------------------|---|
| Psychology | 0.5 |
| Graduation Requirement: CCR/CTE | This course involves the systematic study of individual human behavior and experience. The purpose of this course is to introduce the student to the content, terminology, methodology, and application of the discipline. This survey course contains an introduction followed by four units based on the physiological, cognitive, behavioral, and affective domains of psychology. Topics include learning, intelligence, patterns of behavior, growth and development, interpersonal relationships, human sexuality, gender, and social issues. |

| Course Name | Credits |
|---------------------------------|--|
| Sociology | 0.5 |
| Graduation Requirement: CCR/CTE | This course examines human behavior in society and institutions, as well as the roles and relationships of individuals and groups. Topics of study include culture, societal norms, roles, socialization, social stratifications, group dynamics, and pertinent social problems. |

ELECTIVES

| Course Name | Credits |
|--|---|
| Literary Seminar I, Literary Seminar I CR | 1.0 |
| Graduation Requirement: ELEC | This course is designed to build skills in reading fluency, comprehension, usage, and mechanics for students enrolled in English I. This course is complementary to a student's English course and will be taught using a variety of strategies, resources, and programs. |

| Course Name | Credits |
|--|--|
| Literary Seminar II, Literary Seminar II CR | 1.0 |
| Graduation Requirement: ELEC | This course is designed to build skills in reading fluency, comprehension, usage, and mechanics for students enrolled in English II. This course is complementary to a student's English course and will be taught using a variety of strategies, resources, and programs. |

| Course Name | Credits |
|--|---|
| Math Seminar I or Math Seminar, Math Seminar I or Math Seminar CR | 1.0 |
| Graduation Requirement: ELEC | This course provides an opportunity to solidify and strengthen algebraic and geometrical concepts, which are foundational to all future math courses. This is a supplementary course to Algebra. In this course, students use intervention programs such as Understanding Math, Math 180, Math iXL and Study Island. These online programs help strengthen students' skills in number sense, measurement, problem solving, and representation. The course also provides students a variety of opportunities to apply these skills, which assist in preparing for annual standardized assessments. |

| Course Name | Credits |
|--|---|
| Math Seminar II or Math Seminar II, Math Seminar II or Math Seminar II CR | 1.0 |
| Graduation Requirement: ELEC | This course provides an opportunity to solidify and strengthen geometrical concepts, which are foundational to all future math courses. This is a supplementary course to Geometry. In this course, students use intervention programs such as Understanding Math, Math 180, Math iXL and Study Island. These online programs help strengthen students' skills in measurement, data analysis and probability, and problem-solving. The course also provides students a variety of opportunities to apply these skills, which assist in preparing for annual standardized assessments. |

| Course Name | Credits |
|--|---|
| Social Justice, Social Justice CR | 0.5 |
| Graduation Requirement: ELEC | Social Justice: This course offers an introduction to the dynamics of oppression at the individual, institutional and socio-cultural levels. The course provides a theoretical framework for understanding social oppression and an opportunity to apply this framework to two specific forms of oppression in relationship to students' identities. The course focuses on students' multiple social identities and the interconnections among these identities and varying privileges and disadvantages related to different social group memberships. Core concepts discussed include social power, privilege, dominance, subordination, prejudice, discrimination, and liberation. |

| Course Name | Credits |
|------------------------------|---|
| Speech | 0.5 |
| Graduation Requirement: ELEC | The student learns to speak effectively in both formal and informal situations, develops insight into the structure and purpose of the basic speech process, and appreciates the importance that speech plays in daily living. Skills developed include discussion, group dynamics, audience analysis, speech delivery, listening, and oral interpretation. |

| Course Name | Credits |
|---------------------------------|--|
| African-American History | 0.5 |
| Graduation Requirement: ELEC | This course is an in-depth study of the history of the African American experience. Topics include the origin of civilizations in Africa, the evolution of and resistance to slavery in the United States, the challenges confronted by African Americans after the Civil War, the Civil Rights and Black Power movements, the progress and problems faced by African Americans in the 20th and 21st centuries, and the contributions and achievements of African Americans and African American culture within the United States. |

CERTIFICATE OF COMPLETION GUIDELINES

School Year 2021-2022 and 2022-2023

Students who are enrolled in a MAS are able to receive a certificate of completion by meeting the following criteria:

1. Student has mastered IEP goals.
2. Mastery of IEP goals must be confirmed by a letter from the Director of Special Education or the school Principal.
3. IEP team determines with the parent and/or the adult student that the student will receive a Certificate of Completion.
4. Student must attend for at least 4 academic years.
5. Student must take classes in all required academic areas: English, Mathematics, Science, Social Studies, Science, Career/College Readiness, Foreign Language, Arts/Humanities.
6. Students are eligible to participate in all senior activities unless otherwise forfeited due to violations of the Student Code of Conduct.
7. Students will not participate in the state's science assessment but will be given an alternate science assessment.
8. The community service requirement will be waved.

In addition, students will follow the suggested sequences and course listed on the following page.

Additional Notes for All Years

- Students' grades can fall within the traditional grading criteria (i.e. A-F) or Pass/Fail.
- In the event of detainment, the code of W-withdrawal equates to a grade of F or Fail.
- Students may receive any grade code as proof that class was scheduled and attended.
- Students who transferred from a GED track to a Diploma or Certificate of Completion track will be handled on a case-by-case basis.

SEQUENCE FOR CERTIFICATE OF COMPLETION

| YEAR 1 (Grade 9) | YEAR 2 (Grade 10) | YEAR 3 (Grade 11) | YEAR 4 (Grade 12) |
|--|--|--|---|
| <p><i>CORE:</i> Functional English 9 Functional Math Life Science Civics</p> <p><i>ELECTIVE:</i> Career Awareness/ Exploration Health Physical Education</p> | <p><i>CORE:</i> Functional English 10 Practical Math Functional Science US History</p> <p><i>ELECTIVE:</i> Career & Life Management Professional Communications</p> | <p><i>CORE:</i> Functional English 11 Life & Employment Math</p> <p><i>ELECTIVE:</i> Art Career Preparation I Computer Applications Life Skills I Music</p> | <p><i>CORE:</i> Functional English 12 Social Problems</p> <p><i>ELECTIVE:</i> Career Planning/ Training I Career Preparation II Life Skills II Internship/Job Shadowing</p> |

ENGLISH

Functional English 9 - 1.0 Credit

Functional English 9 includes the study of literature specifically through novels, short stories, and factual works. Reading skills, fluency, comprehension strategies, and vocabulary will be emphasized. The course will also focus on developing writing skills. Students will learn about sentence and paragraph development and write both formally and informally for a variety of purposes. Grammar, spelling, and vocabulary will also be included to reinforce all writing skills.

Functional English 10 - 1.0 Credit

Transitional preparation is a focus of this individualized class. Areas to be covered include basic oral and written language skills, self-advocacy, study skills, career exploration, vocational planning and assessment, problem solving and critical thinking skills.

Functional English 11 - 1.0 Credit

Language skills used in daily living is the focus of this individualized class. Emphasis will be on using developed vocabulary, oral and written language, exploring career options and reading and discussing various novels.

Functional English 12 - 1.0 Credit

Language skills used in independent living situations are the focus of this individualized class. Emphasis will be placed on decision making skills, life choices, career choices and oral and written language skills used in the work place.

MATH

Practical Math - 1.0 Credit

Practical Math I provide students the opportunity to learn and obtain practical math computation skills and/or math problem solving skills at the student's instructional level. Students will be placed on their working level at the time of entry. Concepts will include addition, subtraction, multiplication and division. This course will also develop competency in fractions, decimals, percents, measurement and pre-algebra. Successful completion of Level III competencies will prepare the student for Algebra.

Functional Math - 1.0 Credit

The purpose of this course is to teach academic skills aligned with each student's individual needs. Some or all of the following skills will be taught: survival reading (ex: Community signs, survival vocabulary, recipes, menus, grocery, etc.), time telling, calendar, daily schedule management, money management, spelling, basic math, and handwriting. Students work individually, in small or large groups, and on computers. Peer tutors assist students throughout the day.

Life and Employment Math - 1.0 Credit

Financial Planning introduces students to basic financial planning concepts and illustrates how these concepts apply to everyday life. Topics covered include career planning and development, goal setting, personal budgeting, cash flow analysis, financial statements, tax planning, use of credit, savings and investment programs, changes in housing situations, major consumer purchases, insurance needs and retirement and estate planning.

SCIENCE

Functional Science - 1.0 Credit

This course develops a functional understanding of the sciences as they relate to everyday life. The practical aspects of human biology and physical and environmental sciences are explored through media presentations, lab experiments, and class discussions.

Life Science - 1.0 Credit

This course will emphasize practical applications of science to an ever-increasing technological society. It helps make students aware of some of the ways in which science and technology influence their daily lives and future careers. It covers the basic concepts of physical science, space, earth science, and life science.

SOCIAL STUDIES

Civics - 1.0 Credit

This course is designed to provide students with an overview of the workings of our democratic society. The focus will be placed on the three branches of our Federal government, the three levels of government, and the rights and responsibilities of citizenship.

Social Problems - 1.0 Credit

Social Problems is designed to help high school students evaluate pertinent societal problems they have confronted or are likely to confront. Because these problems change, and new issues emerge, so do the problems studied. Examples of the issues studied are alcohol and other drug abuse, family, environment, population, racism, sexism, and current events. Books, outside readings, videos, guest speakers, class discussions, and written essays are utilized in this course. Due to the nature of the subject matter, books on the reading list may contain adult language or situations.

US History - 1.0 Credit

This course is designed to provide students with an overview of our nation's history. The focus is placed on historical events and people who have helped to shape our nation. Emphasis will also be placed on contemporary problems and how they relate to our American past.

ELECTIVES**Career Planning/Training I- 1.0 Credit**

This course introduces students to the world of work. Students will develop and explore interests, strengths, and career opportunities within community businesses. Students will practice job searches, interviewing, job retention skills, vocabulary, and the development of interpersonal relationships within the world of work.

Career Preparation I - 2.0 Credits

This course provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The employment experience should match the student program of study for endorsement completion. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Career Preparation II - 2.0 Credits

This course develops essential knowledge and skills through advanced classroom instruction with business and industry employment experiences. Career Preparation II maintains relevance and rigor, supports student attainment of academic standards, and effectively prepares students for college and career success.

Computer Applications - 1.0 Credit

This course is an applications software course designed to provide students with fundamental principles, concepts, and procedures of Microsoft Word (word processing), Microsoft Excel (spreadsheet), and Microsoft PowerPoint (presentations) and Web Tools. Microsoft Office 2016 is the software found on most computer systems at home, post-secondary institutions, and in the business workplace. In addition to learning MS Word, MS Excel, and MS PowerPoint, and Web Tools students will study various aspects of the computer.

Life Skills I - 1.0 Credit

The purpose of this course is to teach skills according to each student's individual needs and interests wherein students participate in a variety of activities, including: community training, shopping, use of public services, street safety/hazards, cooking, health, nutrition, ethics, first aid, safety in the home and community, daily schedule/calendar training, use of telephone, completing forms and paperwork needed for the world of work, housekeeping skills, carrying ID and medical information/needs, travel training, and leisure/recreation skills.

Life Skills II - 1.0 Credit

This course prepares students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for becoming responsible citizens and leaders in the family, community, and work; promoting optimal nutrition and wellness across the life span; managing resources to meet the material needs of individuals and families; balancing personal, home, family, and work lives; using critical and creative thinking skills to address problems in diverse family, community, and work environments; successful life management, employment, and career development; functioning effectively as providers and consumers of goods and services; appreciating human worth and accepting responsibility for one's actions; and success in family and work life.

Professional Communications - 1.0 Credit

Students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

STUDENT COMMUNITY SERVICE REQUIREMENT

Community Service is a three part (preparation, action, and reflection) teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experiences to reinforce the link between their service and their learning.

All independent community service activities must meet these best practices:

1. The student meets a recognized need in the community:
 1. Examines pressing community needs. (preparation)
 2. Strategies to address problems associated with community needs. (preparation)
 3. Provides direct, indirect and/or advocacy service. (action)

2. The student achieves curricular objectives:
 1. Uses academic standards to establish mastery objectives. (preparation)
 2. Applies academic learning to recognized community needs. (preparation, action, reflection)
 3. Assesses progress towards and attainment of mastery objectives. (preparation, action)

3. The student gains necessary knowledge and skills:
 1. Explores citizenship and career options. (preparation, action)
 2. Understands expectations associated with participation. (preparation)
 3. Cooperates with team members and community partners. (action)

4. The student plans ahead:
 1. Identifies tasks, timelines and outcomes (preparation)
 2. Assesses own skills and interests. (preparation)
 3. Takes leadership opportunities. (preparation, action)

5. The student works with existing service organizations:
 1. Identifies nonprofit, tax-exempt organizations with which to partner. (preparation)
 2. Creates collaborative, reciprocal relationships through involvement. (action)
 3. Respects the human dignity and contributions of others. (action, reflection)

6. The student develops responsibility:
 1. Evaluates own performance. (reflection)
 2. Strengthens character through civic engagement. (action)
 3. Participates in a range of service opportunities. (action)

7. The student reflects throughout the experience:
 1. Evaluates overall impact of service and learning. (reflection)
 2. Analyzes what was learned from multiple perspectives. (reflection)
 3. Explores next steps to continue community service involvement. (reflection)

**** NOTE: Seniors are required to have 100 hours of community service in order to graduate. Each year, students MUST complete 25 hours in order to remain on-pace for graduation.***

EXAMPLES OF ACCEPTABLE COMMUNITY SERVICE PROJECTS

Following is a listing of acceptable ways that students may earn community service hours:

- Participate in a community clean-up day
- Work in a local soup kitchen to feed needy families
- Help senior citizens at a senior's live-in facility
- Help to improve the condition of the Chesapeake Bay by building and installing rain gardens and rain barrels
- Volunteer time at a homeless shelter
- Coordinate a canned food drive for needy individuals and deliver the canned goods to a local food bank

While there are ways to earn community service hours other than the ways listed above, it should be noted that the following projects will not be accepted as community service hours:

- Babysitting
- Any activity that was completed for an immediate family member

SAMPLE: MAS/SFF COMMUNITY SERVICE VERIFICATION FORM



Maya Angelou Schools/See Forever Foundation

***Reminder:** All fields of this form must be completed with the required signatures. Submit to the principal for approval.

Campus: _____ **Date Submitted:** _____

Student's Name: _____ **Grade:** _____

Type of Community Service: _____ **Number of Hours:** _____

Community Service Site Information

Name of Service Agency/Organization: _____

Address of Service Agency/Organization: _____

Contact Number or Email Address of Agency/Organization: _____

Explain Community Service Duties in Detail: _____

Date(s) and Time(s) of Service: _____

Printed Name of Authorizer: _____

Signature of Authorizer: _____

Student's Signature: _____ **Date:** _____

Principal's Signature: _____ **Date:** _____

STATUS

APPROVED

NOT APPROVED/Reason: _____

FREQUENTLY ASKED QUESTIONS (FAQ)

HIGH SCHOOL GRADUATION IN THE DISTRICT OF COLUMBIA

The following information contains answers to the most frequently asked questions related to high school graduation in the District of Columbia. Questions are categorized by topic as much as possible; however, some questions may relate to more than one topic. Answers will be updated as new information becomes available and new regulations are adopted. The Code of D.C. Regulations is available online at <https://osse.dc.gov/service/graduation-requirements>.

NOTE: Check the OSSE or State Board of Education (SBOE) website for updates to this information.

Q&A: Requirements for Graduation from High School

1. Can a local education agency (LEA) have graduation requirements beyond the minimum requirements established by D.C.?

Charter schools are their own LEA and may have their own set of graduation requirements beyond those required by the District of Columbia. For additional information on this policy from the D.C. Public Charter School Board you may visit <https://www.dcpccb.org/policy/high-school-education/high-school-graduation-requirements-approval-process-policy>.

2. What are the graduation credit requirements for students with disabilities who are placed in non-public schools?

State regulations address disparities between LEA graduation requirements and those of non-public special education schools. D.C. requires students in a non-public special education school to meet the graduation requirements of the placing LEA. There are alternative ways to do so. The District provides local school systems with an opportunity to develop “alternative ways for individuals or groups of students to fulfill graduation requirements.” LEAs should work with the non-public school to agree on a curricular program that meets the instructional needs of the students and addresses the normal content specified generally in the local school system’s graduation requirements. The curricular program for these students can include fewer than the requisite number of credits in the local school system graduation requirements, but no fewer than the city minimum of 24 credits. Students must also meet the community service requirement.

3. What notification must parents/guardians and students receive?

In accordance with the D.C. law, each principal shall inform all students and their parents/guardians annually of no less than the following:

- District of Columbia’s graduation requirements and any Local Education Agency (LEA) and school specific graduation requirements,
- The student’s progress on fulfilling credits, PARCC, community service, and any applicable IEP requirements for graduation, and

- The schedule for administering formative and summative tests, the result of each test taken by the student; and a plan for appropriate assistance or remediation for the student if he or she did not perform well on the tests.

4. Up to what age may a student remain in school if he/she is working to complete requirements for a high school diploma?

A student may remain in school if he/she is working to meet the requirements for a high school diploma until the age of 21. As defined by D.C. Law, age 21 means that the student is not 21 years old on the first day of the school year. If the student has an Individual Education Plan (IEP), the student may remain in school until the student's 22nd birthday. In the event that the student's 22nd birthday falls within a current school year, the student will continue to receive services until the end of the current school year.

Q&A: Graduation Credits – Defined/Earning

1. How are units of high school credit defined? A credit in the District of Columbia follows the Carnegie unit of measure. One credit is 120 seat hours and a half credit is 60 seat hours.

2. Can high school credits be earned in ways other than going to school during the regular days/year? Yes, credits can be earned through online, evening (i.e. STAY), or summer courses as approved by the Principal.

3. Can a student earn a MAPCS High School Diploma online? No. MAS/SFF does not offer a full online high school diploma. Students may take select online courses for credit recovery or as part of a dual enrollment program. Enrollment in online courses requires advance approval from the Principal and/or the Chief of Schools.

4. Can a local school system award high school credit to a middle school student who completes a high school course? Yes.

5. What alternatives can LEAs offer/provide students so they can fulfill graduation requirements? At the discretion of and with the written approval from the Principal, an alternative plan to fulfill graduation requirements may be developed through credit recovery opportunities, dual enrollment programs (e.g. CCDC), and High School College Internship Program (HSCIP).

6. Can students receive credits for subjects taken previously from a school when no official transcript is available? The Chief of Schools may determine by an evaluation of other student records whether credits earned at a prior school will be accepted at MAPCS. This evaluation may include documentation of completed statewide assessments, numerous report cards, and other documentation in the student's cumulative record. The awarding of the credits may require approval by the Maya Angelou Public Charter School Board of Directors.

7. Is biology required? Yes. Since 2001, students are required to take both the biology course and PARCC for biology.

8. Is algebra required? Yes. Students are required to take both the algebra course and the PARCC when enrolled in a Geometry course.

9. Do credits in American Sign Language satisfy the requirement for credits in foreign language? DCPCSB in 2007 allows students to earn two credits in foreign language or two credits in American Sign Language, effective for students who graduate in 2008 and later. Regulations do not allow students to meet the graduation requirement by taking one credit in foreign language and one American Sign Language.

10. Can LEAs endorsements to the D.C. High School Diploma to recognize students for achievement? Yes. Local school systems have the option to add endorsements to the diploma as incentives for students to meet locally established requirements and outcomes in instruction beyond the minimums specified by the city.

Q& A: Graduation Records

How can I obtain my student records or duplicate high school diploma? Contact the registrar by calling 202-379-4335 to request a copy of your transcript or a copy of your diploma. There may be a fee for copies. Note that MAS/SFF will only provide a copy of your diploma and will not reissue diplomas that have been lost or damaged.

Q & A: Transfer Students

1. Can students be admitted to a public high school if transcript records or report cards are not available? Yes. The Chief of Schools or a designee shall make this determination. Student transcripts that contain out-of-state or non-D.C. approved online courses should be reviewed based on the LEA policies. See page 8 for additional information on transfer credits.

2. Can a student who is over 18 years old and has not earned a diploma return to school to earn a diploma? While MAPCS does not admit new student who are over 19 years old, we can help direct students to District resources, and one place is the OSSE Reengagement Center. <https://backontrackdc.osse.dc.gov/programs>

3. Do transfer students with prior course work have to take the PARCC? Students who have completed course work at a prior institution that puts them beyond the tested course are exempt from taking the PARCC. However, students who failed the prior course and are re-enrolled in a tested subject (Biology, English 2, Geometry, Health) are now required to take the state assessment, regardless of prior test scores.

THE COLLEGE PREPARATION CHECKLIST

YEAR ONE AND TWO

- Work closely with the counselors to select courses that will prepare you for college
- Become involved in school activities
- Use a career interest inventory to refine career and educational possibilities
- Review career interest inventory results to explore educational possibilities
- Visit the school's Future Focus: College/Career Resource Center
- Explore volunteer opportunities to gain experience and service hours
- Take the PSAT/NMSQT (Fall, Year Two)
- Make sure your high school program is meeting career/college admissions requirements

YEAR THREE

- Take the PSAT/NMSQT to qualify for scholarship consideration (Fall)
- Review your academic classes and extracurricular activities
- Begin writing colleges for detailed information
- Narrow down your college choices
- Visit schools which interest you (Spring-Summer)
- Attend national and local college fairs
- Discuss finances with parents/guardians
- Investigate requirements for college and career choices, including the armed forces (as applicable)
- Attend a Financial Aid Workshop (Winter)
- Take SAT 1 workshops and/or enroll in the SAT course offered at your school, prior to taking the test
- Take the SAT I and/or ACT (Spring)
- Explore early decision options at colleges
- Take SAT II, and/ or AP tests (Spring)
- Develop your resume for use with college recommendations (Summer)
- Investigate summer courses and programs offered to juniors by colleges.

YEAR FOUR

- Apply to take the SAT I or ACT (if you haven't already taken them or if you want to improve your scores, consider taking a refresher SAT workshop and/or the SAT course)
- Apply to take the SAT II or ACT tests, AP tests
- Apply to take the TOEFL (students who have taken English for Speakers of Other Languages)
- Apply for college admissions (Fall)
- Investigate early decision programs; check deadlines (Fall)
- Find out about your school's transcript process
- Continue campus visits
- Take time to decide which college is "right" for you
- Apply for financial aid (Winter-Spring)
- Apply to college housing early (e.g. UDC, December)
- Make sure your letters of recommendation are completed (Winter)
- Weigh college offers against your personal and financial requirements (Spring)

COLLEGE ADMISSIONS TESTS

Your high school academics record is a good indicator of your personal potential for success in college. However, because high schools throughout the country differ in course offerings, academic standards, and grading policies, colleges need some standard measure of academic ability when they compare the applications of candidates for admission. Colleges in the admissions process use scores on the college entrance tests, along with your academic and extracurricular record. Tests give you an opportunity to display your knowledge. Students have the responsibility of registering for college entrance tests. High school counselors will assist students in test selection and registration.

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test is a three-hour test administered in October of each year. It is designed to aid high school sophomores and juniors in planning for college and to support juniors wishing to be considered for scholarships administered by the National Merit Scholarship Corporation. This examination provides an early measure of the reading, writing, and mathematical abilities tested on the SAT.

SAT

The SAT measures mathematical, critical reading, and writing skills. Scores on this four-hour test allow you to compare yourself in these areas with other college-bound students. Students are encouraged to take the SAT I in the spring of their junior year, especially if they are considering academy appointments, the armed forces, early admission programs at colleges and universities, and special scholarship programs. Private and state four-year colleges/universities in the District of Columbia accept SAT I scores for admission.

SAT II

SAT II are one-hour examinations which measure what you have learned in one of twenty specific subjects in the areas of English, social studies, science, mathematics, and language. All colleges do not require SAT II scores as a part of the admissions process. In some instances, only scholarship applicants may be required to take specific tests. Consult the catalog of the college being considered to be sure which tests, if any, are required.

TOEFL

The test of English as a Foreign Language is designed to measure the level of English proficiency of individuals whose native language is not English. Many colleges and universities require foreign students to submit TOEFL scores as a part of the application process. The test is divided into three parts and measures important language skills.

ACT

The ACT is a three-and-a-half-hour examination given six times during the school year. It consists of four tests in the areas of English, reading, mathematics, and science. Scores are reported in each of these

areas along with a composite score. The University of the District of Columbia System accepts either ACT or SAT scores.

ADVANCED PLACEMENT (AP) EXAMS

AP exams are college-level tests administered by The College Board (makers of the SAT). Students may take tests in one or more subjects; a comprehensive list of all available AP courses and tests is available at collegeboard.com. ... Students take AP exams in May and receive their scores in July.

ACCUPLACER

The purpose of Accuplacer tests is to provide students with useful information about their academic skills in math, English, and reading. Academic advisors and counselors determine course selections by using the results of the assessment, in conjunction with the students' academic background, goals and interests. A student cannot pass or fail the placement tests, but it is very important that students do their very best on these tests so that they will have an accurate measure of academic skills.