

**See Forever Foundation**



**Maya Angelou Public Charter School**

**High School  
Course Manual and Academic Policies**

**2020-2021**

*July 2020*

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***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.**

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## 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 MAPCS). 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.

During the 2019-20 school year, See Forever/Maya Angelou Schools served more than 500 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.

### Campuses of the Maya Angelou Public Charter School

<b>MAPCS-High School</b> 5600 East Capitol Street, NE Washington, D.C. 20019 Phone: (202) 379-4335   Fax: (202) 506-5749	<b>Chartered:</b> 1998, Location Opened Fall 2004 <b>2020-21 Principal:</b> Dean Weeks <b>2019-20 Audited Enrollment:</b> 192 <b>Grades:</b> Ungraded (High School)
<b>MAPCS – Young Adult Learning Center (YALC)</b> 5600 East Capitol St, NE Washington, DC 20019 Phone: (202) 289-8898	<b>Chartered:</b> September 2012 <b>2020-21 Director:</b> Dr. Sean Yisrael <b>2019-20 Audited Enrollment:</b> 177 <b>Grades:</b> Adult Education



## HOW TO USE THIS PUBLICATION

1. The courses listed in this publication comprise the instructional program for the charter high school. 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. MAPCS follows 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 elective.
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 Board of Education, to graduate from high school. Careful and informed course planning is necessary to accomplish this goal. Work closely with your 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 MAPCS-High School 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. Counselors will prioritize upperclassmen into these courses to facilitate a timely graduation.
5. MAPCS-High School 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 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year
ENGLISH	• English I	• English II	• English III	• English IV
MATH	• Algebra I or Math Fundamentals Course	• Geometry	• Algebra II/ Trigonometry	• Probability & Statistics or Pre-Calculus
SCIENCE	• Biology or Environmental Science	• Environmental Science or Biology	• Chemistry	• Physics
SOCIAL STUDIES	• World History I	• World History II	• United States History	• DC History • U.S. Government

**Note about differentiated course levels and co-enrollments:** The principal approves all student schedules. As an alternative school, 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.

### 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 <sup>1</sup>
<b>ENGLISH</b>	4 credits	PARCC (English I & II)* PEG Writing** Performance Series**
<b>MATHEMATICS</b>	4 credits (Including Algebra I, Geometry, Algebra II and an Upper Level Math)	PARCC (Algebra I & Geometry)* Performance Series**
<b>SCIENCE</b>	4 credits (Including Biology, 2 lab sciences and 1 other science)	PARCC (Biology)*
<b>SOCIAL STUDIES</b>	4 credits (Including World History I and II, DC History, US Government and US History)	
OTHER REQUIREMENTS		
<b>ART</b>	.50 credit	
<b>COLLEGE LEVEL OR CAREER PREP</b>	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)	
<b>FOREIGN LANGUAGE</b>	2 credits Each student will complete two years of the same foreign language.	
<b>HEALTH/ Physical Education</b>	1.5 credits	DC Health Assessment*
<b>MUSIC</b>	.50 credit	
<b>OTHER ELECTIVES</b>	3.5 credits	
<p><b>24 Total Credits Required:</b> 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 MAPCS 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.</p> <p><b>Community Service:</b> 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.</p> <p><sup>1</sup><b>ESSA Tests:</b> MAPCS requires all students to take the statewide assessment that applies to their enrolled courses <i>*Every Student Succeeds Act Legislation</i>. In addition, students are required to take LEA specific tests for authorizer oversight.  <b>**School Reform Act Legislation</b></p>		

*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

MAPCS eagerly accepts transfer credits and will do all we can to allow students to maintain credit momentum. Students should ensure that MAPCS 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. All transfer credits for completed courses will be assessed for alignment to MAPCS 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, MAPCS 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. MAPCS will make every 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

MAPCS-High School 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 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 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.

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





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

## **BLENDED LEARNING THROUGH EDGENUITY**

While Maya Angelou Public Charter School will maintain traditionally taught courses, a significant portion of the academic program will function in a blended learning model via Edgenuity, an on-line instructional platform. All courses will be based upon the Common Core State Standards and will combine face-to-face instruction with technology. Students will be allowed to matriculate courses at a more flexible rate based upon their individual academic needs. Some courses have been split into half credit courses but descriptions are listed for the full year course.

## **ENGLISH/LANGUAGE ARTS**

<b>English 1 A</b>	<b>Credits: 0.50</b>
<b>English 1 B</b>	<b>Credits: 0.50</b>
<b>English I</b>	<b>Credits: 1</b>
<b>English I CR</b>	<b>Credits: 1</b>

This freshman-year English course invites students to explore diverse texts across 12-unit topics. Students will engage in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and expository nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing.

<b>English 2 A</b>	<b>Credits: 0.50</b>
<b>English 2 B</b>	<b>Credits: 0.50</b>
<b>English II or English 2</b>	<b>Credits: 1</b>
<b>English 2 CR</b>	<b>Credits: 1</b>
<i>Preferred Prior Course(s): English I</i>	

Focused on application, this sophomore English course reinforces literary analysis and 21st-century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, 21st-century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students will also compose descriptive, persuasive, expository, literary analyses, research, narrative, and compare-contrast essays.

<b>English 3 A</b>	<b>Credits: 0.50</b>
<b>English 3 B</b>	<b>Credits: 0.50</b>
<b>English III or English 3</b>	<b>Credits: 1</b>
<b>English 3 CR</b>	<b>Credits: 1</b>
<i>Preferred Prior Course(s): English I and English II</i>	

This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students will engage in literary analysis and inferential evaluation of great texts, the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students will master the comprehension and literary analysis strategies that the Common Core State Standards require. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students will read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Mark Twain, Langston Hughes, Frederick Douglass, Martin



Luther King, Jr., F. Scott Fitzgerald, Amy Tan, and Dave Eggers. This course is aligned with the Common Core Standards for English Language Arts.

<b>English 4 A</b>	<b>Credits: 0.50</b>
<b>English 4 B</b>	<b>Credits: 0.50</b>
<b>English IV or English 4</b>	<b>Credits: 1</b>
<b>English 4 CR</b>	<b>Credits: 1</b>
<i>Preferred Prior Course(s): English I, English II, and English III</i>	

This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the Modern Period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.

## **MATHEMATICS**

<b>Algebra 1 A</b>	<b>Credits: 0.50</b>
<b>Algebra 1 B</b>	<b>Credits: 0.50</b>
<b>Algebra I</b>	<b>Credits: 1</b>
<b>Algebra I CR</b>	<b>Credits: 1</b>

This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions, and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students learn how they can use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

<b>Geometry A</b>	<b>Credits: 0.50</b>
<b>Geometry B</b>	<b>Credits: 0.50</b>
<b>Geometry</b>	<b>Credits: 1</b>
<b>Geometry CR</b>	<b>Credits: 1</b>
<i>Prerequisite: Algebra I</i>	

Offering a hands-on approach to instruction, this is an interactive course designed to introduce the basics of geometry through engaging lectures and informative lesson plans. Students will be challenged to apply previously learned knowledge to higher-level ideas such as reasoning and proof, Geometric Relationships, and Logic. This informative two-semester course covers fundamentals of shapes, surface area and volume of shapes, transformations, as well as learning strategies that include writing, analyzing, and using proofs. High-school students will gain valuable, tangential knowledge of more complex concepts, such as Trigonometry.

<b>Algebra 2</b>	<b>Credits: 0.50</b>
<b>Trigonometry</b>	<b>Credits: 0.50</b>
<b>Algebra II/Trigonometry</b>	<b>Credits: 1</b>
<b>Algebra II/Trigonometry CR</b>	<b>Credits: 1</b>



*Prerequisite: Algebra I and Geometry*

Algebra 2 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. As students refine and expand their algebraic skills, they will draw analogies between the operations and field properties of real numbers and those of complex numbers and algebraic expressions. 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. Throughout the course, students will manipulate trigonometric functions and apply them to numerous real-world situations. Algebra II/ Trigonometry combines all content from the Algebra 2 and Trigonometry classes.

<b>Pre-Algebra</b>	<b>Credits: 1</b>
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This course is designed for first year freshmen to place a strong emphasis on the continued study of integers, order of operations, variables, expressions, and equations. Students will solve and graph equations and inequalities, write and solve proportions, and explore geometry, statistics, and graph concepts. Problem solving will be emphasized throughout the course.

<b>Pre-Calculus</b>	<b>Credits: 1</b>
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<b>Pre-Calculus CR</b>	<b>Credits: 1</b>
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*Prerequisite: Algebra I, Geometry, Algebra 2/Trigonometry*

With an emphasis on function families and their representations, Pre-Calculus is a thoughtful introduction to advanced studies leading to calculus. The course briefly reviews linear equations, inequalities, and systems and moves purposefully into the study of functions. Students then discover the nature of graphs and deepen their understanding of polynomial, rational, exponential, and logarithmic functions. Scaffolding rigorous content with clear instruction, the course leads students through an advanced study of trigonometric functions, matrices, and vectors.

<b>Probability and Statistics A</b>	<b>Credits: 0.50</b>
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<b>Probability and Statistics B</b>	<b>Credits: 0.50</b>
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<b>Probability and Statistics</b>	<b>Credits: 1</b>
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<b>Probability and Statistics CR</b>	<b>Credits: 1</b>
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*Prerequisite: Algebra I, Geometry, Algebra 2/Trigonometry*

**Probability and Statistics** 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.

## SCIENCE

<b>Biology A</b>	<b>Credits: 0.50</b>
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<b>Biology B</b>	<b>Credits: 0.50</b>
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<b>Biology</b>	<b>Credits: 1</b>
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<b>Biology CR</b>	<b>Credits: 1</b>
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**Biology** is the study of living things. The course is divided into seven units that lead students through the concepts of biology. Knowledge in biology is acquired through application of the scientific method. In this class, students learn that living organisms have structures that are complex and organized, maintain homeostasis, grow, acquire energy, use materials from the environment, respond to stimuli, and reproduce. Students have the opportunity to complete various projects that will allow evaluation of mastery of concepts and connections taught.

<b>Chemistry A</b>	<b>Credits: 0.50</b>
<b>Chemistry B</b>	<b>Credits: 0.50</b>
<b>Chemistry</b>	<b>Credits: 1</b>
<b>Chemistry CR</b>	<b>Credits: 1</b>
<i>Prerequisite: Biology</i>	<i>Preferred Prior Course(s): Physical or Environmental Science</i>

**Chemistry** invites students to explore the various properties of matter. After investigating some physical and chemical properties of the elements, students examine why atoms react. They deepen that study by considering nuclear power and radioactivity, as well as the modern quantum insights into atomic theory. Students apply what they have learned as they consider the bonding of more complex inorganic and organic molecules, especially those molecules that form a basis for life. They then learn how to prepare and react their own solutions and investigate how changing concentration, temperature, acidity, pressure, and other conditions can affect a reaction. Students end their year as they examine how factors affect the rate or chemical equilibrium of different reactions, and they express what they observe using relevant mathematical calculations.

<b>Environmental Science A</b>	<b>Credits: 0.50</b>
<b>Environmental Science B</b>	<b>Credits: 0.50</b>
<b>Environmental Science</b>	<b>Credits: 1</b>
<b>Environmental Science CR</b>	<b>Credits: 1</b>

**Environmental Science** has evolved as an interdisciplinary that seeks to describe problems caused by our use of the natural world. In addition, it seeks some of the remedies for these problems. First, it is important to understand the natural processes (both physical and biological) that operate in the world. Second, it is important to appreciate the role technology plays in our society. Third, the complex social processes that are characteristic of human populations must be understood and integrated with knowledge of technology to fully appreciate the role of humans in the natural world.

<b>Physics A</b>	<b>Credits: 0.50</b>
<b>Physics B</b>	<b>Credits: 0.50</b>
<b>Physics</b>	<b>Credits: 1</b>
<b>Physics CR</b>	<b>Credits: 1</b>
	<i>Preferred Prior Course(s): Physical or Environmental Science, Chemistry and Algebra 2</i>

**Physics** invites students to discover how Newtonian and classical physics have sought to describe and explain the physical world (forces, momentum, energy, and waves). They investigate how systems transfer energy and change with their surroundings by studying thermodynamics. Then, students turn their attention to how quantum theory has changed the classical scientific method completely (i.e., how observation can sometimes change the thing observed). Students bridge the old with the new by investigating electricity and magnetism. Finally, students examine how old problems have been misunderstood (Bernoulli's principle on fluids) and how modern physics has forever changed our understanding of everything, from something smaller than the atom to all of space and time.



## SOCIAL STUDIES/HISTORY

<b>D. C. History and Government</b>	<b>Credits: 0.50</b>
<b>DC History and Government CR</b>	<b>Credits: 0.50</b>
<i>Preferred Prior Courses: US Government, US History</i>	

**D.C. History and Government** 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.

<b>Modern World History A</b>	<b>Credits: 0.50</b>
<b>Modern World History B</b>	<b>Credits: 0.50</b>
<b>Modern World History/ World History II</b>	<b>Credits: 1</b>
<b>Modern World History CR</b>	<b>Credits: 1</b>
<i>Preferred Prior Course(s): World History</i>	

This course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives.

<b>U.S. Government</b>	<b>Credits: .50</b>
<b>U.S. Government CR</b>	<b>Credits: 0.50</b>

U.S. Government takes students from the original experimental phase of American government into its modern form. They examine the Constitution; trace the development of differing political parties; learn about the dynamic role of citizens in the voting, campaigning, and lobbying process; examine the civil associations that shape and promote various ideals; and learn about the ongoing debates over the rights of citizens, including acts of discrimination and the fight for equal rights. This course is taken in combination with D.C. History and Government.

<b>U.S. History A</b>	<b>Credits: 0.50</b>
<b>U.S. History B</b>	<b>Credits: 0.50</b>
<b>U. S. History</b>	<b>Credits: 1</b>
<b>U.S. History CR</b>	<b>Credits: 1</b>
<i>Preferred Prior Course(s): World History and Modern World History</i>	

This course presents a cohesive and comprehensive overview of the history of the United States, surveying the major events and turning points of U.S. history as it moves from the Era of Exploration through modern times. As students examine each era of history, they will analyze primary sources and carefully research events to gain a clearer understanding of the factors that have shaped US history. In early units, students will assess the foundations of U.S. democracy while examining crucial documents. In later units, students will examine the effects of territorial expansion, the Civil War, and the rise of industrialization as they assess the outcomes of economic trends and the connections between culture and government. As the



course draws to a close, students will focus their studies on the causes of cultural and political change in the modern age. Throughout the course, students will learn the importance of cultural diversity while examining history from different perspectives.

<b>World History A</b>	<b>Credits: 0.50</b>
<b>World History B</b>	<b>Credits: 0.50</b>
<b>World History</b>	<b>Credits: 1</b>
<b>World History CR</b>	<b>Credits: 1</b>

This year-long course examines the major events and turning points of world history from ancient times to the present. Students investigate the development of classical civilizations in the Middle East, Africa, Europe, and Asia, and then explore the economic, political, and social revolutions that have transformed human history. Finally, students conduct a rigorous study of modern history, allowing them to draw connections between past events and modern issues. The use of recurring themes, such as social history, democratic government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives.

## ART

<b>Advanced Art</b>	<b>Credits: 0.50</b>
<i>Prerequisite: Art &amp; Design</i>	

**Advanced Art** helps students further understand the basic principles of visual art—perspective, the color wheel and more, while examining the historical representations of art. Students develop an art portfolio based on exploration of advanced art techniques. The course extends basic concepts to Art History and critique, asking students to learn about various artistic movements and analyze style and themes.

<b>Art &amp; Design</b>	<b>Credits: 0.50</b>
<b>Art &amp; Design CR</b>	<b>Credits: 0.50</b>

**Art & Design** 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.

<b>Black Broadway Art</b>	<b>Credits: 0.50</b>
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**Black Broadway Art** 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.

## CAREER/TECHNOLOGY EDUCATION

<b>BUILD E1</b>	<b>Credits: 1</b>
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**BUILD** is a four-year entrepreneurship-focused college preparation program whose mission is to provide real-world entrepreneurial experience that empowers youth from under-resourced communities to excel in education, lead in their communities, and succeed professionally. By helping students develop and run their own small business, BUILD supplements traditional school with real-world business experiences and critical skill building for the future. The students start the program by entering the E1 course. In E1, students will develop their business ideas and write their business plans and culminate in securing seed capital through a pitch to venture capitalists.

<b>BUILD E2</b>	<b>Credits: 1</b>
<i>Prerequisite: BUILD E1</i>	





**10th grade program:** The program becomes an out of school time program, taught at the Incubator, where students begin the start-up, sales and management of their companies. In the 10<sup>th</sup> grade, students will spend 50% of their time running their business and 50% on academics.

<b>BUILD E3</b>	<b>Credits: 1</b>
<i>Prerequisite: BUILD E1 and E2</i>	

**11<sup>th</sup> grade program:** Students will spend 30% of their time running their business and 70% on academics. Students begin to focus on not only selling their products and marketing their businesses, but also on marketing themselves, and ultimately, learning how to self-advocate through the college application process.

<b>BUILD E4</b>	<b>Credits: .50</b>
<i>Prerequisite: BUILD E1, E2 and E3</i>	

**12<sup>th</sup> grade program:** Students will transition to spending the majority of their time on academics and creating a post-secondary plan and enrolling in college.

<b>Business Entrepreneurship and Coding</b>	<b>Credits: 0.5</b>
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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.

<b>Computer Applications</b>	<b>Credits: .50</b>
<i>Prerequisite: Computer Literacy</i>	

**Computer Applications** moves student 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.

<b>Computer Literacy</b>	<b>Credits: .50</b>
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**Computer Literacy** 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.

<b>Delivering Great Customer Service A</b>	<b>Credits: .50</b>
<b>Delivering Great Customer Service B</b>	<b>Credits: .50</b>
<b>Delivering Great Customer Service</b>	<b>Credits: 1</b>

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.

<b>Event Planning</b>	<b>Credits: 1</b>
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As part of our Academy of Hospitality and Tourism, **Event Planning** 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.

<b>Entrepreneurship</b>	<b>Credits: 1</b>
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As part of our Business Administration & Management pathway, the **Entrepreneurship** 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 *Entrepreneurship: Building a Business*.

<b>Geography of Tourism</b>	<b>Credits: 1</b>
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**Geography of Tourism** 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.

<b>Hospitality Marketing</b>	<b>Credits: 1</b>
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As part of our Academy of Hospitality and Tourism, **Hospitality Marketing** 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.

<b>Internship</b>	<b>Credits: .50</b>
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**Internship** 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.

<b>Introduction to Business I</b>	<b>Credits: .50</b>
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<b>Introduction to Business II</b>	<b>Credits: .50</b>
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<b>Introduction to Business</b>	<b>Credits: 1</b>
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<b>Intro to Business CR</b>	<b>Credits: 1</b>
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**Introduction to Business** 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.

<b>Intro to Careers</b>	<b>Credits: 1</b>
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**Intro to Careers** will provide freshmen 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.

<b>Principles of Hospitality and Tourism</b>	<b>Credits: 1</b>
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**Principles of Hospitality and Tourism:** 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 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.

<b>Marketing Essentials</b>	<b>Credits: 1</b>
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As part of our Business Administration & Management pathway, **Marketing Essentials** 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.

<b>Personal Finance A</b>	<b>Credits: 0.50</b>
<b>Personal Finance B</b>	<b>Credits: 0.50</b>
<b>Personal Finance</b>	<b>Credit: 1</b>

As part of our Business Administration & Management pathway, **Personal Finance** is a financial literacy curriculum covering important consumer topics like budgeting and money management, banking and credit, saving and investing, and strategies for protecting financial resources.

<b>Professional Ethics</b>	<b>Credits: 1</b>
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**Professional Ethics** 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.

<b>Sustainable Tourism</b>	<b>Credits: 1</b>
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**Sustainable Tourism** 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.

## **FOREIGN LANGUAGE**

<b>French I</b>	<b>Credits: 1</b>
<b>French I CR</b>	<b>Credits: 1</b>

**French I** provides an introduction to the French language and cultures of the Francophone world. Students will develop the ability to communicate about themselves and their immediate environment in French using simple sentences containing basic grammatical constructions. The language learning process integrates basic geography, customs and cultures of French-speaking countries. The objectives of this course are



aligned with D.C.’s Framework for Student Success and the standards of the American Council on the Teaching of Foreign Languages (ACTFL).

<b>French II</b>	<b>Credits: 1</b>
<b>French II CR</b>	<b>Credits: 1</b>
<i>Prerequisite: French I</i>	

**French II** takes students’ knowledge of the French language to an intermediate level. They learn more complex sentence structures and increase their vocabulary. Speaking and comprehension skills are a focus this year. As in French I, the language learning process in French II integrates geography, customs and cultures of French-speaking countries. The objectives of this course are aligned with D.C.’s Framework for Student Success and ACTFL standards.

<b>Spanish I</b>	<b>Credits: 1</b>
<b>Spanish I CR</b>	<b>Credits: 1</b>

**Spanish I** provides an introduction to the Spanish language, as well as the cultures where Spanish is spoken. Students will develop the ability to communicate about themselves and their immediate environment in Spanish using simple sentences containing basic grammatical constructions. The language learning process integrates basic geography and the customs and cultures of Spanish-speaking countries. The objectives of this course are aligned with D.C.’s Framework for Student Success and the standards of ACTFL.

<b>Spanish II</b>	<b>Credits: 1</b>
<b>Spanish II CR</b>	<b>Credits: 1</b>
<i>Prerequisite: Spanish I</i>	

**Spanish II** continues developing the communication skills and language taught in Spanish I. Greater emphasis is placed on oral proficiency, listening, reading, and writing in the target language. Grammatical concepts are taught in the context of real-world usage of language.

## HEALTH AND PHYSICAL EDUCATION

<b>Athletic Conditioning</b>	<b>Credits: 0.50</b>
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Athletic Conditioning will help students develop endurance and athletic performance. In order to focus on conditioning, students will participate in activities that target aerobics, agility, speed, cardio and balance.

<b>Dance I</b>	<b>Credits: 0.50</b>
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This course is open to any 9-12th grade student who is interested in movement fundamentals through the dance elements of time, space and energy. The intent is to give students an awareness and reverence for the physical body and its athletic and expressive capabilities. Students experience these elements through a variety of genres (modern dance, swing dance, hip hop, and others). Introductory elements of dance choreography and performance are also included.

<b>Health</b>	<b>Credits: 0.50</b>
<b>Health CR</b>	<b>Credits: 0.50</b>

**Health** 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.

<b>Health and Physical Education I</b>	<b>Credits: 1</b>
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**Health and Physical Education I** 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.

<b>Health and Physical Education II</b>	<b>Credits: 1</b>
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**Health and Physical Education II** 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 in an area of interest such as Zumba, Yoga, Pilates, Aerobics, and Boot Camp.

<b>Personal Health and Fitness</b>	<b>Credits: 0.50</b>
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<b>Personal Health and Fitness</b>	<b>Credits: 0.50</b>
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**Personal Health and Fitness:** This 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.

<b>Physical Education I</b>	<b>Credits: 0.50</b>
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<b>Physical Education I CR</b>	<b>Credits: 0.50</b>
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**Physical Education I:** Students participating in this course will engage 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.

<b>Physical Education II</b>	<b>Credits: 0.50</b>
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<b>Physical Education II CR</b>	<b>Credits: 0.50</b>
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**Physical Education II** 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.

<b>Team Sports</b>	<b>Credits: 0.50</b>
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**Team Sports:** In this course students will 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.

## MUSIC



<b>Black Broadway Music</b>	<b>Credits: 0.50</b>
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**Black Broadway Music** 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.

<b>Music I</b>	<b>Credits: 0.50</b>
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<b>Music I CR</b>	<b>Credits: 0.50</b>
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**Music I** 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<sup>th</sup> Century Music; Contemporary Music; and beyond.

<b>Music II</b>	<b>Credits: 0.50</b>
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*Prerequisite: Music I*

**Music II** 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.

## **ELECTIVE COURSES**

<b>African American Studies A</b>	<b>Credits: 0.50</b>
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The **African American Studies** program, through its high quality content and special events, offers opportunities for students to engage in interdisciplinary analysis of past and present social, political, economic, and cultural issues that have impacted African-Americans. This course covers content from African History through Reconstruction.

<b>African American Studies B</b>	<b>Credits: 0.50</b>
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The **African American Studies** program, through its high quality content and special events, offers opportunities for students to engage in interdisciplinary analysis of past and present social, political, economic, and cultural issues that have impacted peoples of African-Americans. This course covers content from the end of Reconstruction through the present.

<b>Banking and Credit</b>	<b>Credits: 0.50</b>
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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.

<b>College Foundations I</b>	<b>Credits: 0.50</b>
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The **College Foundations I** 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.

<b>Future Focus III</b>	<b>Credits: 0.50</b>
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Overall, Future Focus is a sequence of 9-12 programming to ensure that all students learn the specific skills needed to successfully transition from high school to employment or higher education. **For 11<sup>th</sup> graders**, in particular, the 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.

<b>Future Focus IV</b>	<b>Credits: 1</b>
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**12<sup>th</sup> Grade:** In the final level of Future Focus, students finalize their transition plan for life after graduation. Students focus on completing college applications, applying for financial aid, and completing an exit portfolio.

<b>Intro to MAYA</b>	<b>Credits: 1</b>
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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.

<b>MAYA Seminar I</b>	<b>Credits: 0.50</b>
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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.

<b>MAYA Seminar II</b>	<b>Credits: 0.50</b>
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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.

<b>MAYA Senior Seminar</b>	<b>Credits: 1</b>
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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.

<b>Life Skills</b>	<b>Credits: 0.50</b>
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**Life Skills** is a course that 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.

<b>Literary Seminar IA</b>	<b>Credits: 0.50</b>
<b>Literary Seminar IB</b>	<b>Credits: 0.50</b>
<b>Literary Seminar I</b>	<b>Credits: 1</b>



**Literary Seminar I** is a course 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.

<b>Literary Seminar IIA</b>	<b>Credits: 0.50</b>
<b>Literary Seminar IIB</b>	<b>Credits: 0.50</b>
<b>Literary Seminar II</b>	<b>Credits: 1</b>

**Literary Seminar II** is a course 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.

<b>Math Seminar I A</b>	<b>Credits: 0.50</b>
<b>Math Seminar I B</b>	<b>Credits: 0.50</b>
<b>Math Seminar I or Math Seminar</b>	<b>Credits: 1</b>

**Math Seminar** 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.

<b>Math Seminar II A</b>	<b>Credits: 0.50</b>
<b>Math Seminar II B</b>	<b>Credits: 0.50</b>
<b>Math Seminar II or Math Seminar II</b>	<b>Credits: 1</b>

**Math Seminar II** 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.

<b>Public Speaking</b>	<b>Credits: 0.50</b>
<b>Public Speaking CR</b>	<b>Credits: 0.50</b>

**Public Speaking:** 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.

<b>READ 180</b>	<b>Credits: .50</b>
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**READ 180** is an intensive reading intervention program designed to help students make measurable gains in reading achievement. The program consists of nine different workshops using high-interest non-fiction and fiction texts. Each workshop provides instruction in reading skills, vocabulary development, writing and grammar skills, and “real-life” functional reading skills.

<b>SAT Prep</b>	<b>Credits: 0.50</b>
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In an effort to prepare students for college exams, the SAT Prep class will focus on test-taking strategies, examining questions, vocabulary, and timing.

<b>Service Learning</b>	<b>Credits: 0.50</b>
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Project based learning will be the focus of this general elective. Students will be given 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.

<b>Service Learning by Global Kids</b>	<b>Credits: 0.50</b>
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**Service Learning by Global Kids** will explore human rights around the world through food. Students will explore and learn about basic human rights, ones that all people are entitled to, and discover how different culinary dishes and/or ingredients can tell the story of how people have been abused, controlled, and empowered throughout history. Through a variety of media, cooking demonstrations and activities, guest speakers and class trips, our class will analyze human rights concepts, explore the impact that food has had on various populations, and begin to develop and discuss solutions to human rights abuses.

<b>Social Justice</b>	<b>Credits: 0.50</b>
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**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 privilege and disadvantage related to different social group membership. Core concepts discussed include social power, privilege, dominance and subordination, prejudice, discrimination and liberation.



## **CERTIFICATE OF COMPLETION GUIDELINES**

### ***School Year 2016-2017 and 2017-2018***

Students who are enrolled at MAPCS 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.

### ***School Year 2018-2019 and 2019-2020***

Students who are enrolled at MAPCS 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 &amp; Life Management Professional Communications</p>	<p><i>CORE:</i> Functional English 11 Life &amp; 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:
  - a. Examines pressing community needs. (preparation)
  - b. Strategies to address problems associated with community needs. (preparation)
  - c. Provides direct, indirect and/or advocacy service. (action)
  
2. The student achieves curricular objectives:
  - a. Uses academic standards to establish mastery objectives. (preparation)
  - b. Applies academic learning to recognized community needs. (preparation, action, reflection)
  - c. Assesses progress towards and attainment of mastery objectives. (preparation, action)
  
3. The student gains necessary knowledge and skills:
  - a. Explores citizenship and career options. (preparation, action)
  - b. Understands expectations associated with participation. (preparation)
  - c. Cooperates with team members and community partners. (action)
  
4. The student plans ahead:
  - a. Identifies tasks, timelines and outcomes (preparation)
  - b. Assesses own skills and interests. (preparation)
  - c. Takes leadership opportunities. (preparation, action)
  
5. The student works with existing service organizations:
  - a. Identifies nonprofit, tax-exempt organizations with which to partner. (preparation)
  - b. Creates collaborative, reciprocal relationships through involvement. (action)
  - c. Respects the human dignity and contributions of others. (action, reflection)
  
6. The student develops responsibility:
  - a. Evaluates own performance. (reflection)
  - b. Strengthens character through civic engagement. (action)
  - c. Participates in a range of service opportunities. (action)
  
7. The student reflects throughout the experience:
  - a. Evaluates overall impact of service and learning. (reflection)
  - b. Analyzes what was learned from multiple perspectives. (reflection)
  - c. 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: MAPCS COMMUNITY SERVICE VERIFICATION FORM**



**See Forever Foundation  
Maya Angelou Public Charter School**

**\*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.dcpsb.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 22<sup>nd</sup> birthday. In the event that the student's 22<sup>nd</sup> 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. MAPCS 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 MAPCS 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**

*The following checklist may help you in preparing for college, beginning where you are now.*

### **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)



## **ELIGIBILITY FOR ATHLETICS:**

Students are required to maintain a 2.0 GPA to be eligible for official school athletic teams. For specifics about this requirement, ask your team coach or school Athletic Director.

## **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](http://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.



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## **APPENDIX A: NOTE ABOUT SY2015-2016 SCHOOL MODEL**

This appendix provides clarity on course offerings and achievement for SY2015-16 in our high school program. In this particular school year, we piloted our first year of blended learning as a second step in our progression towards a competency based school model. The curricular software that the school used (and continues to use) is the Courseware product, Edgenuity. The software offers courses for initial credit and for credit recovery. The program allowed students to master content at their own pace so during traditional reporting periods, instead of awarding a failing grade or an inaccurate passing grade, students were awarded an “I”. A final grade was awarded once the student completed the “self-paced” course. The majority of elective classes were not scheduled or completed in Edgenuity and these courses were offered daily for 80-90 minutes for the length of a 45-day quarter and scheduled in the SIS. In order to offer one report (a combination of electives and Edgenuity courses) and produce accurate transcripts for parents and students, we had to manually move grades from Edgenuity into our SIS.

The school year calendar offered the following number of days per quarter

- Quarter 1 = 45
- Quarter 2 = 46
- Quarter 3 = 46
- Quarter 4 = 44

The bell schedule for the year is also included with this memo as a point of reference.

<b>Bell Schedule (Full Day)</b>	<b>Starts</b>	<b>Ends</b>
1 <sup>st</sup> Period	8:30 AM	10:00 AM
2 <sup>nd</sup> Period	10:03 AM	11:03 AM
Lunch	11:03 AM	11:33 AM
3 <sup>rd</sup> Period	11:36 AM	1:06 PM
4 <sup>th</sup> Period	1:09 PM	2:09 PM
5 <sup>th</sup> Period	2:12 PM	3:40 PM
Enrichment Block	3:43 PM	5:10 PM

