



COLLEGIUM CHARTER SCHOOL

HIGH SCHOOL

PROGRAM OF STUDIES 2025-2026

(approved 2/20/25)

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Collegium Charter School's Mission and Vision

Vision Statement

Collegium Charter School will create a safe, supportive, and student-centered environment with a focus on rich, diverse relationships and authentic learning experiences rooted in cultural competency. Staff will be catalysts of innovation through collaborative and evidence-based practices to increase engagement and academic outcomes. Families will be valued partners in their child's educational journey. Students will rise to the expectations set before them, will embrace success, and will develop the resilience to face future challenges.

Mission Statement

Collegium Charter School's mission is to educate students to reach their fullest academic potential, while simultaneously engaging them in the exploration of college, community, and career opportunities. We strive to empower students to become productive global citizens as they embrace their authentic selves and determine their pathway to success.

Equity Statement of Purpose

We Are Committed to the shared mission and vision of Collegium Charter School, to support and sustain an educational community that is inclusive, diverse, and equitable. The values of diversity, inclusion, and equity are inextricably linked to our mission of excellence, and we embrace these values as being critical to development, learning, and success. To fully realize our mission it is imperative we recognize the institutional barriers, including racism, other "isms" and biases, that contribute to the pervasive, disparate educational outcomes within our charter school.

We Will Take Action to eliminate barriers as we strive for equity for all student and staff groups. We expect nothing less than an accessible, multicultural community in which civility and respect are fostered, and discrimination and harassment are not tolerated. We recognize that our work to respect diversity and to include all in our community has roots in a history that has privileged certain groups while excluding and oppressing others. In our work across our campus and broader community, we work to address the detrimental effects of this history through our teaching, practice, training, and service.

Moreover, We Are Vigilant to advance the voices and needs of our marginalized populations, given the existing power differentials within our community and in the larger society.

Background and Structure

Introduction Statement

The Program of Studies is intended to be a central location for students and families to obtain information in order to plan an appropriate high school program. The High School’s Program of Studies contains the structure and policies related to instruction, course information, and an appendix with corresponding forms. Course descriptions for the 2025-26 school year are listed by department. Please note that course offerings are subject to change due to faculty availability and student interest. Courses may close or be canceled without prior announcement based on demand and registration capacities.

Academic Day

The academic day runs from 7:30 am – 2:55 pm. Collegium follows a rotating schedule for all students. This type of schedule helps reduce the effects of scheduling changes on classes that do not meet daily. For example, instead of your child's schedule going from Monday to Friday, they will have a schedule for each of the following: A Day, B Day, C Day, D Day, E Day and F Day. The “Days” are published on the homepage of our website.

Daily Schedule

Our students follow a modified block schedule, with most periods running for 90 minutes, meeting every other day. This way students are able to be in longer class periods to support more engaging activities as well as focus on only 4 class periods a day. The daily schedule for classes is:

Time	Period	Comment
7:30 - 9:10	HR/1	<i>Extended 10 mins for Homeroom to take attendance</i>
9:14 - 9:47	Career Planning & Portfolio (CPP)	
9:51 - 11:19	2	
11:23 - 11:49	3A	Periods can be used for “skinny” subjects (like Reading Lab) OR students attend instruction for 3 skinnies and go to lunch for one.
11:53 - 12:19	3B	
12:23 - 12:49	3C	
12:53 - 1:19	3D	
1:23 - 2:55	4	

Calendar Days

College and Career Exploration Days

There are several days throughout the year that are recommended as College and Career Exploration Days. We know college visits and job shadowing can be important parts of determining future plans. We have identified 3 days throughout the year in which identified grades will be testing the majority of the day. It could benefit other students that are not testing to take advantage of those days for College and Career experiences.

To schedule a College or Career Exploration day away from campus, students should contact their counselor to ensure they do not miss a day that they are scheduled for PSAT or Keystone testing. PSATs occur in October. Keystones occur May 11-22, with additional testing from January 5-16 for those needing to retest.

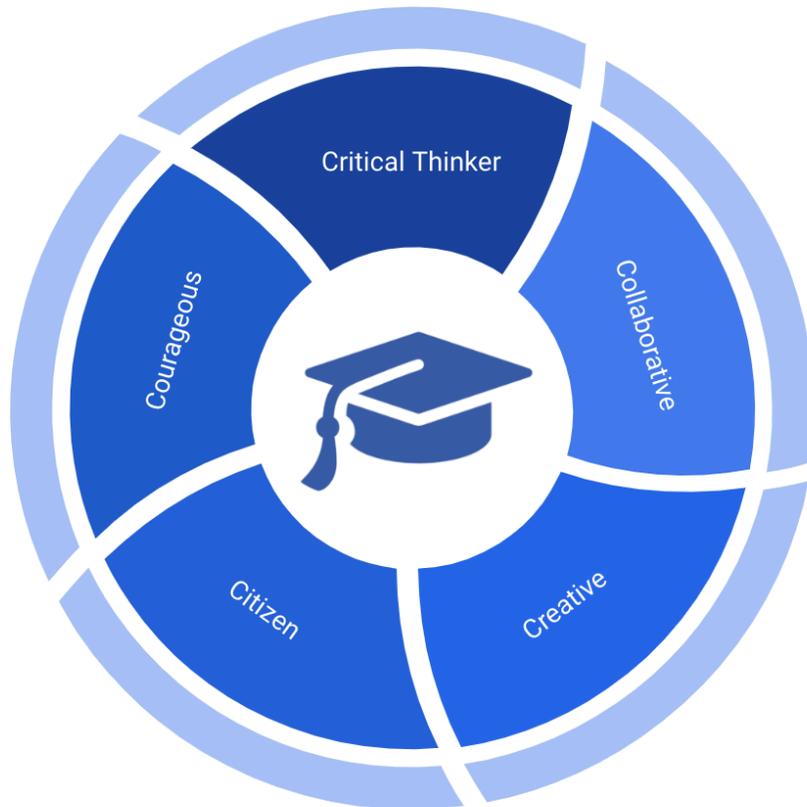
PBIS First Friday

The Positive Behavior Interventions and Supports (PBIS) team works to identify expectations for students, how to incentivize them, as well as how to provide meaningful responses to unexpected behaviors. As a part of the incentive matrix, the team identifies various independent and interdependent contingencies. One part of this matrix is First Friday Release Time. For students meeting specific criteria (to include attendance, behavior and academic performance), they will be permitted to have allotted time off that day. An alternate incentive activity will also be provided to students that earned the incentive, but transportation is a barrier. The following Fridays are potential First Fridays for the 2025-26 School year:

October 3, 2025
November 7, 2025
December 5, 2025
February 6, 2026
May 1, 2026

Vision of a Learner/Portrait of a Graduate

At CCS, we believe there are core components that each student can possess upon graduation. We strive to provide activities and learning opportunities that allow each student to develop these skills throughout their educational experience.



CRITICAL THINKER

I will analyze information to guide my views, beliefs and decisions and propose meaningful next steps and/or solutions.



COLLABORATIVE

I will be an active participant who shares responsibility and works together toward a common goal through communication, perspective taking, and self-reflection.



CREATIVE

I will embrace my curiosity and find opportunities to invent, express, and explore.



COURAGEOUS

I will move forward with purpose and determination even when confronted with obstacles, barriers and failures while maintaining my personal integrity.



CITIZEN

I will seek out, accept and respect others' perspectives and experiences in order to enrich my local and global communities.



Grading

Grading - Statement of Purpose

Grades are used for the primary purpose of illustrating the student's level of mastery. With this intent in mind, students will be provided with a variety of opportunities to demonstrate what they have learned, and grades will be assigned based on the communicated learning target and the proficiency demonstrated with regard to success criteria.

Grade Scale

All grades are reported in percentages. Collegium does not report or convert percentage grades to a four-point scale. Extra-credit assignments and "curves" are not used in the calculation of student grades. Collegium has four equally weighted marking periods (quarters) throughout the academic year. Some courses are semester courses that only have two quarters, and would have two equally weighted marking periods.

Quarter	Percentage of Final Grade
1 st	25%
2 nd	25%
3 rd	25%
4 th	25%

this table represents the weighting for year-long courses; in semester courses, each quarter is 50% of the grade

Grading Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

For grade point average (GPA) calculations, Advanced Placement[®] courses are weighted with an additional 7 points if the student takes the AP Exam, and with an additional 5 points if the student does not take the AP Exam. Dual Enrollment courses are weighted with an additional 7 points. Honors courses are weighted with an additional 5 points. This value is not added to the final percentage grade for a class, and the additional points are not reflected in the percentage grade provided on a report card or transcript. Only class rank is determined by the weighted GPA.

Honor Roll

High School High Honors

At the end of each quarter, a student who earns a GPA of 90% or higher and has no class grade below 80% will be recognized for achieving Academic High Honors.

High School Honors

At the end of each quarter, a student who earns a GPA of 80% or higher (up to 89%) and has no class grade below 80% will be recognized for achieving Academic Honors.

Assessment

- **Summative Assessments**
A summative assessment is a comprehensive evaluation of student learning, typically administered at the end of an instructional period or unit to measure mastery of course content and skills. Examples of Summative Assessments are tests, quizzes, essays, and projects.
- **Artifacts**
Artifacts are utilized to guide instructional decisions by allowing the teacher to monitor students' depth of understanding on a daily basis. Artifacts could include, but are not limited to, daily assignments, homework, in class projects, and group work. The teacher can then decide whether or not the class is ready to proceed or if materials need to be retaught prior to taking a more formal Summative Assessment.

Late Work

Because the intent of artifacts is intended to aid a student's learning, ***no artifacts will be accepted once the summative have been given.***

- Late work will be accepted, prior to the summative, and lowered at a rate of 10% per school day, with the lowest percentage possible being 50% of the total grade.
- Late work due to excused absences will be given 1 week to make up work without penalty.
- Exemptions from assignments will be discussed by the student's team for extended absences.
- Summative Assessments will not be accepted more than one week after the due date, in accordance with the existing make-up work policy for school absences.

Resubmission of Summative Assignments

As expressed in the late work section, because the intent of grading is to illustrate a student's level of mastery, should a student fail to demonstrate mastery (less than 80%), they may request, in writing, to redemonstrate their knowledge within the week after the date the grade is posted. In re-submitting a summative assignment, a student would be granted the higher of the two grades, no higher than 80%.

Plagiarism

If found to have plagiarized, as per the code of conduct, the student may re-submit their work, but the highest grade will be capped at 60%.

Extracurricular Activity Policy

Students wishing to participate in any extracurricular activities must be a CCS Student in good standing. The student must meet academic, behavioral and attendance standards to participate in all aspects of the activity (try-outs, practices, games, meetings, events, etc). Extracurricular is defined as any activity that will require the release of a student from regularly scheduled classes (game/meet, music lessons, etc.), any CCS sponsored activity that meets during a student's non-class time (before or after school, weekends, lunchtime, etc.), or any home school district event or activity in which a CCS student is participating, regardless of when the event or activity occurs. Students who commit to an extracurricular activity are expected to participate for the duration of the activity, unless they become ineligible. Duration of the activity includes try-outs, practices, games, meetings, events, etc.

Exceptions to this policy may only be made by the CEO or Principal. No refunds of fees (registration, participation, etc.) will be issued if a student is no longer eligible for an extracurricular activity.

Eligibility

In addition to adhering to the [PIAA Constitution and Bylaws](#), a CCS student must be in good standing to be eligible to participate in extracurricular activities. To be in good standing, a student must meet the criteria below during the activity's duration. Participation is defined as attendance at any extracurricular activity.

1. The student must maintain a 60% or above in all classes during the duration of an activity. Grades are checked every Friday to determine if students are eligible or ineligible for the subsequent calendar week. If a student is academically ineligible, the student is ineligible from competitions, performances, and meetings during the following week beginning Sunday and lasting through Saturday.

- Students and parents will be notified via email by school administration (or designee) within 24 hours of determination of ineligibility.
- For students who participate in sports in their home district, the Director of Athletics will communicate eligibility with the Director of Athletics and the Coach at the home district.

At the end of the school year, the student's final credits in the student's subjects rather than the student's credits for the last grading period shall be used to determine the student's eligibility for the next grading period.

2. The student's attendance records must be free of unexcused absences throughout the duration of the activity. If a student has an unexcused absence, the student will be on attendance probation for the remainder of the duration of the activity and the student may still participate in the activity. If a student has any subsequent unexcused absences, they will no longer be eligible to participate in the activity.

In order to participate in after school activities, students must be present for a full day of school. Per CCS policy, "A student who does not attend a minimum of four hours of school will be counted as absent for the full day. If your child is going to be late to school, provide your child with a signed note explaining the reason for being tardy. See Student Code of Conduct in the Notes section for more information. Please also note: 8 unexcused tardy arrivals = 1 unlawful absence."

3. Students serving an after school detention are ineligible for their extracurricular activity/event on the day they serve the detention.

4. Students serving an **out-of-school** suspension are ineligible for their extracurricular activity/event for the remainder of the activity's duration/season.

5. Students who have outstanding debts (damaged and/or lost books, materials, etc.) may not participate until the debt is repaid or resolved.

Homeless Assistance Services

If you are a disenrolled and out-of-school youth experiencing homelessness, please contact Ms. Joanne Crowley, CCS Homeless Liaison.

Children and youth are eligible for services under the McKinney-Vento Homeless Assistance Act if they have been displaced from their homes and are living in a place that is not fixed, regular, or adequate, such as:

- Sharing housing of others due to loss of housing, economic hardship, or similar reason
- In a place not designated as regular sleeping accommodation, such as a vehicle, park, hotel or campground
- In a homeless or domestic violence shelter or transitional housing placement
- Outside of their home as an unaccompanied youth
- In any of the situations listed above as the child of a migrant family

If you believe you may be eligible, please contact Ms. Joanne Crowley, CCS Homeless Liaison, to find out what services and support may be available.

Promotion and Graduation Requirements

Promotion Requirements

Collegium's objectives are to educate students to their fullest potential and to prepare them for post-secondary education. To achieve these objectives, Collegium's students are expected to perform to high standards and demonstrate application of their acquired knowledge. High School students who fail a course may not earn enough credits to advance in status and would retain their current status. The following credits are required of all high school students to be promoted to the next grade level:

Minimum Credits Required	For Promotion To
7.5	10 th Grade
14.5	11 th Grade
21.5	12 th Grade

For a student to earn credit value for a course, their final cumulative grade for the course must be 60% or higher. A student with a final cumulative grade less than 60% will not pass the course. When a student does not pass a course that is required or necessary for credit purposes, the student must retake the course or its equivalent. CCS students with Individualized Education Plans (IEPs) may have modified graduation requirements. Those modifications are stipulated within the students' IEPs.

High school students will only be permitted to make up failed coursework at CCS approved summer schools or programs outside of Collegium. The list of approved programs is available on the CCS website (www.collegiumcharter.com). To ensure proper course selection, please consult with your counselor before registering for any courses. The principal will review the proposed course to determine if it is an appropriate replacement for the CCS course.

Graduation Requirements

Collegium Charter School’s graduation requirements are based on criteria determined by the CCS Board of Trustees. Our requirements exceed the standards set by the Pennsylvania Department of Education. Collegium does not award partial credit for courses not completed.

1. To earn credit for courses taken, students must achieve a 60% or better in each course.
2. High school students must complete and document through x2VOL (a program in the Clever Suite) for a total of 40 hours (described in subsequent section).
3. Other than exceptions in IEPs, exceptions to graduation requirements are only considered in very rare cases. To be considered for an exception, a written request must be submitted to the principal and CEO. The written request will be considered, and the principal and CEO will provide a written decision. Appeals of the written decision of the principal and CEO should be made to the CCS Board of Trustees in writing.
4. Keystone Proficiency: Beginning with the class of 2023, students must meet Keystone proficiency to meet statewide graduation requirements OR meet criteria in one of the alternate pathways (described in subsequent section).

High School Credits

Subject Area	Required Credits
English	4.0
Mathematics	4.0
Social Studies	4.0
Science	4.0
Foreign Language	4.0
Health Education	1.0
Physical Education	1.0
STEM	0.5
Career Exploration	1.5
Electives	4.5
Minimum Required for Graduation	28.5

Keystone Proficiency Graduation Requirement

The state of Pennsylvania requires all students to attain proficiency on the three end-of-course Keystone exams in Algebra I, Literature, and Biology in order for a student to meet statewide graduation requirements. Beginning with the Class of 2023, Act 158 provides students with alternative options to this requirement. The state of Pennsylvania has added four additional pathways that allow students to demonstrate postsecondary preparedness by more fully illustrating their college, career, and community readiness. Collegium is proud to be able to offer students three of these alternative pathways toward graduation.

All students are required to take and pass the Keystone-associated trigger courses in Algebra I (middle school or high school), 10th grade Literature, and Biology (high school) regardless of the pathway the student selects.

Keystone Proficiency Pathway

- Student scores Proficient or Advanced (1500+) on each of the three Keystone exams - Algebra I, Literature, and Biology.

Alternative Pathway Options:

Keystone Composite Pathway

This pathway is best suited for students who did not score Proficient on all three exams, but meet ALL the following criteria:

- Student scores Proficient on at least one of the three Keystone exams; **AND**
- Student has NO score of Below Basic on any of the three Keystone exams; **AND**
- The composite score of all three Keystone exams is 4452 or greater.

Alternative Assessment Pathway

This pathway is best suited for students who did not score Proficient on all three Keystone exams, but are taking or plan to take an alternative assessment, have taken or plan to take Advanced Placement (AP) or Dual Enrollment courses in the Keystone exam content areas, and/or are applying to 4-year Institutions of Higher Education (IHEs). Students who select this alternative pathway option must meet and provide documentation of **ONE** of the following criteria:

- Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), SAT (1010), or Attainment of Gold Level or better on ACT WorkKeys; **OR**
- Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient; **OR**
- Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient; **OR**
- Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework and not contingent on remedial course completion before the student's first full time semester.

Evidence-Based Pathway

This pathway is best suited for students who did not score Proficient on all three Keystone exams, but can demonstrate readiness for meaningful postsecondary engagement consistent with the students' goals and future plans. Students who select this alternative pathway option must meet and provide documentation of **THREE** artifacts that align with the following criteria:

Students must select *AT LEAST ONE* of the following:

- Attainment of 3 or better on any AP Exam; **OR**
- Successful completion of any concurrent enrollment or postsecondary course; **OR**
- Completion of an industry-recognized credential; **OR**
- Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4 yr program and not contingent on remedial course completion before the student's first full time semester.

Students must select *NO MORE THAN TWO* of the following:

- Attainment of Proficient or Advanced on any Keystone Exam;
- Successful completion of a service-learning project;
- Letter guaranteeing full-time employment or military enlistment;
- Completion of an internship, externship, or cooperative education program;
- Compliance with NCAA Division II academic requirements.

Student Support

Collegium will support your student with understanding the Keystone proficiency graduation requirement by explaining the requirement in detail, reviewing Keystone exam scores, and identifying a Keystone pathway that aligns with both the student's Keystone exam results and their goals and future plans. To accomplish this, each student will participate in bi-annual grade level seminar presentations given by one of the High School counselors where information about the Keystone proficiency graduation requirement will be introduced, explained, and reviewed. Each student will also participate in at least one annual conference with their assigned school counselor to discuss and review their individual pathway towards graduation.

Community Service Graduation Requirement

The purpose of the CHS Community Service Graduation Requirement is to foster a mindset of community service that continues the legacy of Collegiums' caring community. We aim to develop students who value serving in their community for the betterment of those around them.

CHS students are required to complete a total of 40 community service hours throughout high school. Students have the flexibility to complete their hours at their own pace and are encouraged to finish them before their senior year. They may also choose to complete more than the required 40 hours. ***All community service hours must be completed prior to graduation.***

Students who transfer to CHS during high school are required to complete 10 community service hours for each year they are enrolled at Collegium.

Community service hours can be completed in two different ways. One way students can complete community service is through an approved nonprofit 501(c)3 organization. Students can find an organization of their choosing or select an organization from the list provided on x2VOL. These hours are completed *outside of the regular school day*. Students may be able to complete community service hours during the school day if they have set-up a volunteer arrangement with Collegium. For example, some students select to volunteer at one of our elementary buildings during their study hall time. Students will track their hours in x2VOL by entering completed hours and adding a verification contact person from the organization who can verify the hours the student completed.

Students can also complete community service hours through our "Collegium Cares" program. "Collegium Cares" allows students to have more flexibility with where and how they complete their community service hours. There is a "Collegium Cares" information sheet which includes all of the

details for what types of services could qualify, how to document hours, and how to log hours in x2vol. Students are required to follow the explicit directions that go along with “Collegium Cares” and complete all outlined steps.

Pathways

To provide the most varied learning opportunities for our students, and to open doors to all PDE graduation pathways, we strive to offer core components across environments including: course content, industry recognized credentials/certifications, career exploration, volunteer opportunities, and access to competitive employment with paid internships.

Pathways - Guiding Post-Secondary Success



Scheduling

Non-Recommended Placement of Students

The educational team (teachers, school counselors, and administrators) carefully considers academic performance, standardized test results, and motivational level when recommending course levels for their students. A student's schedule reflects where the educational team, based on its professional judgment and experience with the student, believes they will succeed.

Courses are offered at different levels. The levels, each of which prepares the student for college work, enable students to be accurately placed according to their needs and abilities. A parent who disagrees with the recommended placement may override the decision of CCS; however, in doing so the parent must understand and agree to the following conditions:

1. To the extent to which the master schedule allows, student placement is course-specific, i.e., a student may be enrolled in a College & Career Readiness math class.
2. Non-recommended placements will only be considered for an adjustment of one level.
3. If a student in a non-recommended placement cannot keep up with the class work, Collegium's class schedule may not allow the student to change to another level due to scheduling conflicts with other courses. The student may then have to take a "Withdrawal Fail" and be assigned to a study hall.
4. Teachers of Honors level and College & Career Readiness level courses are not expected to alter the pace of their courses or provide extra help for students who were recommended for a lower level. Parents who determine it is necessary to hire a tutor to work with the student outside of class do so at their own expense.
5. Honors level courses are for students with demonstrated skills in independent study and research. Those students are responsible for their work. Parents may not request daily or weekly progress reports from teachers of Honors level courses.
6. Students cannot use the Non-Recommended Placement process to override a decision regarding entry into an Advanced Placement (AP) course.

Credit Recovery and Course Sequence Advancement

Credit Recovery

Collegium is committed to each student's academic success and progress towards graduation. Students earn credits for each course they pass with a 60% or higher at Collegium. Our aim is to help all students stay on-track with their credits for graduation so that students can graduate from high school in four years.

In the event that a student earns a failing grade in one or more of their courses, the student does not earn credit for the course. Missing credits could have a negative impact on a student's grade level status and/or graduation status. The student will need to recover credits they do not earn for all required courses.

Collegium utilizes Apex, an online course provider, for virtual credit recovery during both the school year and summer months.

Students have three options for credit recovery:

Option 1: Participate in credit recovery over the summer.

Students are offered the opportunity to take up to three Apex courses to recover credit(s) they did not earn during the school year. Students participate in Apex courses virtually. Students are contacted by the

Counseling Department at the beginning of the summer with an offer of the course(s) they need to recover. Students have approximately 5 weeks to complete and pass the Apex course(s) they enroll in to recover any missing credits. If a student successfully recovers missing credit(s), then they can move on in the course sequence and stay on-track with their grade level and graduation status. It is the responsibility of the student or the students' family to pay the fee for the course(s).

Option 2: “Double up” on courses in the same subject area during the school year.

Students may be able to take two courses in the content area where they are missing credit. This option depends on a few factors including 1) if there is a prerequisite required for the next course in the sequence; 2) if there is space for an additional course in the student's schedule; 3) if the two courses that the student needs fit together in the student's schedule along with the other required courses the student must take. Students may work with their assigned school counselor to review this option to see if it will work for their individual situation. If a student chooses this option, the student will remain listed in their previous grade level in PowerSchool until the credit is recovered.

Option 3: Retake the course the following year from when the failure occurred.

Students are able to retake the course the following school year if they do not earn credit. However, since Collegium requires students to take four years of all five core content areas (English, Math, Science, Social Studies, and Spanish/Foreign Language), this option would negatively impact the student's grade level status. Students who do not earn or recover missing credit(s) will remain listed in their previous grade level in PowerSchool until the credit is recovered. In addition, the cost of an initial-credit credit recovery course is higher.

Course Sequence Advancement

In certain situations and/or subject areas, students may choose to move ahead in the course sequence. The student would need to talk with their assigned school counselor about their goals and future plans to see if credit advancement is the best option. This is most commonly done in Math or Science in order for students to reach a higher level in Math or Science by the end of their high school career. If a student would like to move ahead in the course sequence, they could be offered the opportunity to take a course over the summer months through Apex. Space is limited and seats are offered to students participating in credit recovery first. There is a fee associated with this option and would be required before a student is enrolled in the course sequence advancement course. **Students are not permitted to advance in a course sequence with the goal of not taking a course in that subject area the following school year.** Credits are not earned for course sequence advancement and no grade will appear for the course on the student's transcript. Students must still take four high school years in the subject area. Course sequence advancement does not exempt a student from taking a course in a required subject area.

Changing Scheduled Courses

Students may not change elective courses after the first week of each semester. Changes in course levels for major subjects will only be permitted midway through the year when extenuating circumstances are present and with principal approval.

If a student is in jeopardy of failing a course, the following steps must be taken prior to the principal considering a course change:

- Conduct parent/teacher/student conference to address concerns
- Student and teacher must work together
- Student must show evidence of making effort to improve (seeking extra help, attending arranged help times, etc)
- Parent/teacher/student/counselor conference to assess progress
- Administrative review of multiple sources of information and data
- For any approved course change that happens after the mid-mark of the first semester, the grade from the dropped course will follow the student into the new course

Dropping Courses

Students who withdraw from a major course after the permitted time period will receive the designation of either (WP) Withdrawal Pass or (WF) Withdrawal Fail for the course on their high school transcripts. Credits are not earned when a student withdraws from a course and the grade will not be factored into GPA or Class Rank; the course will be listed on the transcript. Signed parental consent is required in order for a student to withdraw from a course.

Transfer Students

To earn a diploma from Collegium, high school students transferring to Collegium from other schools will be expected to successfully complete a minimum of four years of the following major subject areas: Science, Math, Social Studies, and Language Arts; a year of Spanish for each school year attending CCS; and applicable elective credits for the years attending CCS. Based on the transferring student's previously completed high school courses, there may be additional course requirements that could vary. Students will be advised of those requirements at the time of transfer. Students who are not able to successfully complete the requirements by the end of what would traditionally be their senior year will not graduate.

Students who transfer to Collegium must have earned a 60% or better in courses taken in other schools for the credits to transfer and be recognized and applied toward a student's required credits for graduation. Transferring students will be awarded credit for previous courses, but grades will not be calculated into GPAs.

Students transferring from Collegium to another school will only receive credit for completed courses. Collegium does not award partial credit for courses not completed. Guidance counselors will work with students individually to create a schedule to ensure that all credits are completed.

Courses

It is important to note some common vocabulary with regard to courses. There are several references defined below that are essential understandings to select courses effectively.

- Core courses: These are compulsory courses that students must take in order to meet graduation requirements for CCS.
- Elective courses: These are courses that a student may elect to take based on interest.
- Core credits: The designated credits that a student must earn in each content area to meet graduation requirements. A student could choose elective courses to meet core credits.

Core Curriculum Sequence

A student’s progress along the core curriculum continuum will be determined by their successful completion of required prerequisites. Course expectations become more rigorous as the academic levels increase.

Course Continuum by Grade Level

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Language Arts (1) Social Studies (1) Math (1) Science (1) Spanish (1) Health (.5) Intro to Personal Finance (.5) ⁺ CPP (.5) Electives§	Language Arts (1) Social Studies (1) Math (1) Science (1) Spanish (1) PE (.5) CPP (.5) Electives§	Language Arts (1) Social Studies (1) Math (1) Science (1) Spanish/ Foreign Language* (1) Health (.5) CPP (.5) Electives§	Language Arts (1) Social Studies (1) Math (1) Science (1) Spanish/ Foreign Language* (1) PE (.5) CPP (.5) Electives§
7.5 credits required to move to 10 th grade	14.5 credits required to move to 11 th grade	21.5 credits required to move to 12 th grade	28.5 credits required to move to 12 th grade

*Students must complete at least four years of high school level language courses. Once students have completed Spanish IV, they may continue with Spanish or apply to take another foreign language course.

§Students must obtain 0.5 STEM credits in order to graduate.

+Intro to Personal Finance is a PDE graduation requirement starting with Class of 2027; every effort will be made to schedule this course during 9th grade.

Course Levels

Student Placement into courses is determined based on student academic data, achievement, demonstrated ability, and/or placement tests. To the extent to which scheduling allows, student placement is course specific, i.e., a student may be enrolled in an Honors Level Math class and a CCR English Language Arts class.

The educational team (teachers, counselors, and administrators) may recommend level changes for students who either have not mastered (85% or better) the content or who have excelled in their current placement. Level changes may be made with the approval of the principal and if scheduling permits. Level changes may also be made as required by an Individualized Education Plan (IEP).

Resource Level

This level is designed for students whose needs are best met in a smaller, specialized setting that provides targeted instruction and support beyond what is typically available in a general education environment. Courses in this level will be individualized for students based on IEP goals, students' least restrictive environments, and in accordance with applicable state and federal regulations.

College and Career Readiness (CCR)

CHS aspires to prepare students for success after high school and to be in the best position to get into the college, trade school, or a career of their choice. Graduates of Collegium will enter a world of rapid change. Being a lifelong learner, anticipating changes in the world, and having the perseverance to navigate those changes can make college and work in the 21st century exciting. Our program of college and career readiness puts CCS students on the right path for 21st century success.

Pre-AP (9th grade only)

The Pre-AP program will offer consistent, high standards in focused courses that help build, strengthen, and reinforce students' content knowledge and critical thinking skills. Pre-AP courses will get students ready for AP and other college-level coursework. These courses are offered to 9th grade students at the College & Career Readiness and Honors levels.

Collegium offers the following Pre-AP courses:

- Pre-AP World Literature & Composition Honors
- Pre-AP World Literature & Composition CCR
- Pre-AP World History II Honors

Honors Level (H)

This level is for high-achieving students who are self-motivated to learn. The plan for these students is to select from a wide variety of elite colleges and universities. Students at this level are capable of higher-level thinking, demonstrate maturity, and have highly developed study skills that enable them to pursue independent research and learning. Honors level students are eligible for Advanced Placement[®] courses. To remain in courses at this level, students must have consistent grades of 85% or better at the conclusion of each school year. Students will demonstrate the ability to read, write, and speak in an advanced manner, and will meet or exceed PA standardized requirements.

Advanced Placement (AP) Level Courses

Select AP courses are available to any student in grades 9-12 who completes and submits an application while meeting the following criteria: maintained an outstanding grade in prerequisite or content-related course; earned an AP Potential[™]¹ score; and received a written recommendation from the teacher of the current content-related course. In order to encourage participation in AP courses, Collegium pays for all 10th & 11th grade students to take the PSAT/NMSQT². All successful applicants are placed in the AP course for which they apply.

Rising seniors are given preference over rising juniors, and rising juniors over rising sophomores. Freshmen are typically not eligible for AP course offerings, unless they are invited to apply for AP World History. Students must have a total average of at least a 90% in their current College Prep course or an 85% in their current Honors or AP course by January of the current school year to be considered for an AP course the following school year.

¹ AP Potential is a trademark owned by the College Board, which is not affiliated with, and does not endorse, Collegium. Used with permission.

² PSAT/NMSQT is a registered trademark of the College Board and the National Merit Scholarship Corporation. Used with permission.

All 10th-12th grade students interested in applying for AP courses are required to have taken the PSAT/NMSQT exam. The reported AP Potential score from that assessment will be considered in the AP course application process. The PSAT/NMSQT will be administered during the school day for all 10th grade students.

Students must be aware of the responsibilities that accompany participation in Advanced Placement courses. In relation to their coursework, AP teachers expect substantial student independence. Students must read, write, and comprehend in even greater depth and more analytically than in CCS Honors courses. We recommend talking with specific AP teachers to receive a clearer sense of their course requirements. All Collegium students who take AP classes are expected to take the AP tests in May, as early acceptance into college will not exempt students from the exams. **AP students who do not take the College Board AP exam will not receive the full weighted value for that AP course when class rank is determined. Instead, they will only receive 5 points.** The parents/guardians of AP students are responsible for AP exam fees. Financial assistance is available for eligible students. Please contact the AP coordinator for more information.

If there are more applicants for a course than CCS has space available, all those meeting the qualifications will be ranked based on how well each applicant met the requirements. Those students meeting the qualifications for the course and not chosen for the available spaces will be placed on a waiting list. If space becomes available and the waiting list students' abilities continue to satisfy the minimum requirements to join an AP course, the waiting list students may be asked to join a course. Once an Advanced Placement course begins, the course may not be dropped/added.

Collegium reserves the right to make exceptions to this policy and to revoke student acceptance into AP courses if year-end grades show a significant decline in performance and/or effort. Collegium will offer the following AP courses for the 2025-26 school year:

AP African American Studies	AP Music Theory
AP Biology	AP Physics
AP Calculus AB	AP Psychology
AP Calculus BC	AP Capstone Research
AP Chemistry	AP Capstone Seminar
AP Computer Science A (Java)	AP Spanish Language
AP Computer Science Principles	AP Spanish Literature
AP English Language & Composition	AP United States History
AP Literature & Composition	AP United States Government
AP Environmental Science	AP World History
AP Human Geography	

Dual Enrollment

Dual Enrollment is a program that allows students to take college level courses while they are in high school. Students can earn BOTH college and high school credit for these courses. Collegium Charter School has Dual Enrollment partnerships with Delaware County Community College (DCCC) and Immaculata University.

Dual Enrollment courses through Immaculata University are offered on-site during the school day each year for 11th and 12th grade students. Students can earn 12 college credits each year they participate in Immaculata Dual Enrollment for a potential total of 24 college credits by graduation. Four courses are offered each year, two per semester.

- Year 1: Lifespan Development and Introduction to Sociology (Fall)
Public Speaking and English Composition I (Spring)**
- Year 2: Abnormal Psychology and Philosophy Through Film (Fall)
Introduction to Business Management and Business Ethics (Spring)**

***Courses are subject to change based on availability through Immaculata University.*

Students can take college credits through Immaculata University or DCCC outside of school hours (evenings, weekends) or in the summer in order to earn BOTH college credit and high school credit; this option requires prior approval by both the student's assigned School Counselor and Principal. Typically only courses that Collegium Charter School is not able to offer are approved.

Alternatively, students may choose to take courses at either of these institutions outside of school hours or in the summer in order to earn college credit only. This option is at the student's own risk and the family is financially responsible.

Benefits of participating in our Immaculata University Dual Enrollment courses:

- Students can earn college credits for free while in high school.
- There are a variety of different courses offered, several of which are common general education requirements.
- Students earn one Social Studies credit and one elective credit each year they participate.
- Students earn 7 points of added value for each course that is calculated towards their GPA and class rank if they maintain a C- (70%) or higher in the course.
- Most course grades of a B or higher will transfer to a 4 year college or university.
- If a student participates in a course at DCCC or Immaculata's campus, they will be able to access all of the support and resources on the campus (i.e. Library, Writing Help Center, Math Help Center, etc.)

Eligibility Criteria

- Students must be a Sophomore*, Junior, or Senior to participate in Dual Enrollment courses.
 - Important notes:
 - Dual Enrollment courses that replace Collegium credit must be completed by the end of Fall semester Senior year.
 - Dual Enrollment courses through Immaculata University that take place on-site are for Juniors and Seniors only!

**Sophomores are only able to take dual enrollment courses outside of school hours or in the summer. This option is extremely limited and requires prior discussion and approval.*

- You must be making **satisfactory progress towards earning all credits** needed to graduate.
- Students taking a college course should be aware that completing this course does not exempt them from graduation requirements at CCS.
- To enter and remain in the Dual Enrollment, students must **maintain a high school grade point average of 85% or higher** in the applicable subject areas of study. Keystone scores of "Proficient" or "Advanced" are preferred, if applicable.
- Students must also **earn a C- or higher in each Dual Enrollment course** in order to receive credit at CCS.

Final Grades and Awarding Credit

1. At the completion of the course, the student will share the final grade/transcript with their counselor.
2. If the student earns a C- or higher for a previously approved replacement course, the course will be added to the student's transcript.
3. DCCC and Immaculata award letter grades. The grades will be converted to the following numeric values when awarded credit from CCS and receive a 7 point additional weighting to the grade point average and class rank.

DCCC Grading Scale	
A	95
B	85
C	75

Immaculata Grading Scale	
A	95
A-	92
B+	88
B	85
B-	82
C+	78
C	75
C-	72

NCAA Eligibility

Student-athletes must register with the NCAA Eligibility Center to be eligible to play NCAA Division I or II sports in college. Athletes playing in Division III do not have to register. The following are requirements for those student-athletes who want to play a sport on a Division I or II level: ***Students and parents should contact assigned school counselor if assistance is needed with the NCAA requirements.***

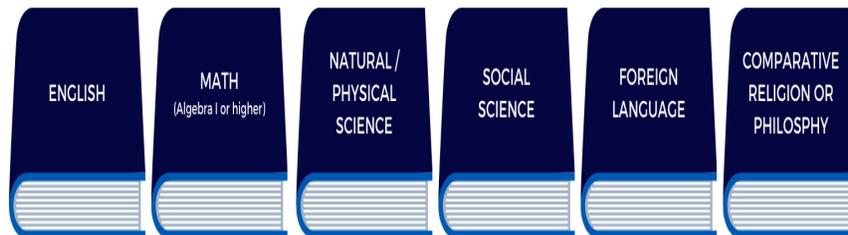
Core Courses

- Students who initially enroll full-time and intend to play NCAA Division I (DI) or NCAA Division II (DII) athletics will not be required to submit a standardized test score to meet NCAA initial-eligibility requirements. Their Academic Qualifier status will be the result of meeting the **16 NCAA Core Course requirements** and having a qualifying NCAA Core GPA.

****Math Courses must be Algebra I or higher****

- Division III schools are responsible for setting their own academic eligibility rules. If you are going to be competing for a D3 institution, or if you are unsure what division level you'll be competing at, you can start with a free NCAA Profile page. If you do decide to pursue a D1 or D2 program, you can always transition to a Certification Account later.

Courses must be an academic, four-year college preparatory course receiving high school graduation credit in one or more of these areas:



NCAA DI and DII require 16 core courses to be a full qualifier. Check out the sample schedule below for an example of how to meet core-course requirements:



Course Descriptions by Department

Please note that registration in any course is dependent upon course availability. Courses may close or be canceled without prior announcement based on demand and registration capacities. Courses may be added to meet the needs of Collegium students. Grade levels listed below are suggested and may be modified to meet the educational needs of our students.

English Language Arts Department

Courses include a comprehensive focus on Literature, Grammar, Vocabulary, and Writing. While students in the same grade level may explore similar subject matter, the rigor and depth of expectations increase with advanced course levels. Core classes, denoted by an asterisk (*), may be substituted with designated Resource or Advanced Placement (AP) courses, as appropriate. The following table shows possible progressions:

Grade Level	Honors Level	College & Career Readiness
9 th	Pre-AP World Literature & Composition Honors	Pre-AP World Literature & Composition CCR
10 th	American Literature & Composition Honors	American Literature & Composition CCR
11 th	British Literature & Composition Honors OR AP English Language & Composition	British Literature & Composition CCR
12 th	Comparative World Literature & Composition Honors OR AP English Language & Composition OR AP English Literature & Composition	Comparative World Literature & Composition CCR

Course Descriptions

Pre-AP World Literature & Composition*

Grade Level: 9 (CCR 4440C & Honors 4440H)

Term: Year

Credits: 1

This course will expose students to the impact of literature throughout history and build a foundation for academic composition across the curriculum. Through the Pre-AP framework, the literature component of this course will examine the details of an author’s craft, taking an in-depth look at how word choice and elements of literature contribute to a work’s overall meaning. Students will read an array of literary genres, including shorts stories, poems, novels, plays, and essays from a wide variety of world cultures, providing students opportunities to examine a diverse range of lived experiences. The composition component of this course will assist students in adopting a recursive writing process to construct well-crafted writing for a variety of audiences and purposes. Students will be expected to complete regular writing assignments designed to encourage analytical thinking. Students will also learn how to apply grammar skills and vocabulary in context through targeted direct instruction, relevant high-interest reading of mentor texts, and real-world-inspired writing assignments.

American Literature & Composition***Grade Level:** 10 (CCR 4453C, and Honors 4453H)**Term:** Year**Credits:** 1

Balancing established, canonical texts with lesser-known works from diverse voices is essential to help students face the challenge of defining an American identity. In this course students will read a variety of works by American authors to better understand the shaping of complex and multifaceted national characteristics. Students will write to make meaning through a variety of modes with a focus on providing textual evidence in literary analysis. Through reading, writing, and discussion, students will refine their understanding of their cultural heritage and question their roles as American citizens in forging an enlightened and inclusive future.

British Literature & Composition***Grade Level:** 11 (CCR 4482C & Honors 4482H)**Term:** Year**Credits:** 1

Throughout their 11th grade academic year, students will read a variety of works by British authors. This course will develop an understanding of universal themes through reading both the complex language of classic texts and considering those same themes through a study of less extensive texts. Students will establish an understanding of their roles in the world and positions on important and controversial cultural themes. Students will explore the writing process through a variety of real-world assignments and literary analysis. By anchoring each thematic unit with (at least) one literary theory, students will become vigorous readers who always consider multiple perspectives. Students in the Resource and CCR levels who did not pass the Keystone during after their 10th grade literature class will receive remediation to prepare them for successful completion of the Keystone during winter testing.

Comparative World Literature & Composition***Grade Level:** 12 (CCR 4487C, and Honors 4487H)**Term:** Year**Credits:** 1

In this course, students will not only read and analyze individual works of literature, but readers will also compare works of literature on a global scale as they relate to contemporary issues and advancements. Students explore literature more deeply through a variety of writing modes, incorporating peer feedback and direct grammar instruction to create polished intellectual works. Students will chronologically travel through global trends in literature as they discover the major literary movements of the 19th and 20th centuries.

AP Capstone Seminar**Grade Levels:** 10-12 (4290)**Term:** Year**Credits:** 1.0**Prerequisite:** Teacher Recommendation; See AP Policy, page 22-23**NOTE:** *This course is an elective & must be taken with the grade-level honors literature course.*

AP Capstone Seminar students employ the QUEST framework and an interdisciplinary approach to explore topics and real-world problems by weighing diverse perspectives from a variety of sources. Sources may include newspapers, academic journals, magazines, radio programs, television or internet broadcasts, works of art, and a variety of other media. Students learn how to fuel in-depth research with sophisticated questioning and to vet sources based on relevance, credibility, and bias. As they synthesize information, students analyze arguments and use close-reading strategies to unpack an author's line of reasoning and evaluate rhetorical efficacy. Students work independently and collaborate in teams to present their findings and to demonstrate a multifaceted understanding of chosen topics.

AP Capstone Research

Grade Levels: 11-12 (4274)

Term: Year

Credits: 1.0

Prerequisite: AP Capstone Seminar; Teacher Recommendation; See AP Policy, page 22-23

NOTE: This course is an elective & must be taken with the grade-level honors literature course.

The AP Capstone Research course is the second course in the AP Capstone experience. AP Research students further develop the skills they acquired in AP Capstone Seminar by using the QUEST framework to understand research methods, employ ethical research practices, and analyze and synthesize information. AP Research is an inquiry-based course that allows students to explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long, mentored, research-based investigation to address a research question. Students will reflect on their skill development, document their processes, and organize the articles of their scholarly work through a process and reflection portfolio. Students will be assessed on their reflection log over the research process, a 4,000-5,000 word academic thesis paper, and an oral defense.

AP English Language and Composition*

Grade Levels: 11-12 (4264)

Term: Year

Credits: 1.0

Prerequisite: Teacher Recommendation; See AP Policy, page 22-23

This course engages students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Writing and reading examples should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effectiveness in writing. As in a college course, this course's purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP exam at their own expense. *(Can replace Core course)*

AP English Literature and Composition*

Grade Levels: 12 (4474)

Term: Year

Credits: 1

Prerequisite: Teacher Recommendation; See AP Policy, page 22-23

The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close review of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. While reading, students consider structure, style, and theme as well as smaller elements such as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

(Can replace Core course)

Creative Writing**Grade Levels:** 9-12 (4690)**Term:** Semester**Credits:** 0.5

In this course, students explore the art of storytelling. Particular emphasis is placed on creating short works of fiction and learning the techniques of short story writing in various genres. Students will learn specifics of plot structure and development, conflict creation, authentic dialogue, character development, crafting setting and voice. Some genres explored may include, but are not limited to, fractured fairy tales, memoir, mystery, science fiction, and poetry. Students will revisit one of their submissions from the semester to workshop for their final semester project.

Decoding Mystery Fiction**Grade Levels** 9-12 (4632)**Term:** Semester**Credits:** 0.5

Mystery Fiction is an analysis of the literature that tempts our fascination with murder mysteries, the “detectives” who solve them, and the thrill of solving the puzzle. The course will focus on developing students' understanding of texts that fall within the genres of mystery, thriller, detective fiction, and/or true crime.

Diverse Voices in Short Works of Literature**Grade Levels** 9-12 (4631)**Term:** Semester**Credits:** 0.5

Students will read and discuss a variety of works, including stories, novels, media, and nonfiction, that are selected to promote meaningful discussion on issues of identity and how literature can create communities where each voice matters. Among the voices explored in this course, students will read texts by Black, indigenous, and people of color (BIPOC) and LGBTQ+ authors while analyzing intersectional identities related to race, ethnicity, sexual orientation, ability, culture, age, socioeconomic status, and belief systems.

Literature & Film**Grade Levels:** 10-12 (4630)**Term:** Semester**Credits:** 0.5

This course focuses on analyzing popular films adapted from literary works in various genres, as well as independently developed films. Students will critically read excerpts from some texts and then view, interpret, and analyze each film. Students will also view films through a variety of critical lenses in order to explore how experience and perspective influences meaning. Assessments will include written comparative/interpretive pieces, participation in class discussions, and projects.

Myths, Legends, and Mysteries**Grade Levels:** 9-12 (6652)**Term:** Semester**Credits:** 0.5

Students in this course will investigate the myths and legends of a variety of cultures as well as study famous unsolved mysteries. This project-based course will allow students to use a variety of technology and both primary and secondary source materials in class discussion to enhance their critical thinking and presentation skills.

Literature & Composition Resource*

Grade Level: 9 (444709), 10 (444710), 11 (444711), 12 (444712)

Term: Year

Credit: 1

Literature & Composition Resource is targeted to student needs, and **will replace Core content**. This class provides research-based instruction, utilizing Read to Achieve, which incorporates research-based practices that meet the needs of struggling adolescent readers. This highly effective program is centered around:

- Intensive instruction each day
- Systematic & explicit instruction
- An organized plan of action to build reading fluency
- Effective comprehension strategies offered through supportive practice
- Ongoing instruction that targets decoding multisyllabic words
- In-depth instruction of word-learning strategies
- Guided practice to teach students how to think deeply about what they are reading while engaging in a high quality discussion of meaning

Mathematics Department

A student's progress along the math course continuum will be determined by their successful completion of required prerequisites rather than by grade level. Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course level increases.

Algebra, Algebra II, and Geometry are considered core courses. The use of a graphing calculator (TI-84 series) is prevalent in the high school math courses. The following table shows possible progressions:

Grade Level	Honors Level*	College & Career Readiness
9 th	Algebra I Honors, Algebra II Honors, Geometry Honors	Fundamentals/Algebra I, Algebra I CCR, Algebra II CCR
10 th	Honors Pre-Calculus	Algebra II CCR or Geometry CCR
11 th	Calculus	Geometry CCR or Pre-Calculus CCR
12 th	AP Calculus, Consumer Math or Statistics	Pre-Calculus CCR, Calculus, Consumer Math or Statistics

*Starting in 11th grade, students who wish to take Advanced Placement Mathematics courses and have met specific prerequisite course requirements may apply for acceptance in the following AP Level Courses: AP Calculus AB and AP Calculus BC.

Course Descriptions

Algebra I*

Grade Levels: 9-10 (CCR 3278C, Honors 3278H)

Term: Year

Credits: 1.0

Prerequisite: Math 8 or its equivalent

Students will review basic tools of algebra, algebraic concepts, and simple equations. Students work with functions, graphing, multiple-step equations, inequalities, linear equations, quadratic equations and functions, number theory, radical and rational expressions, as well as exponential functions. Instruction will consist of a variety of strategies including manipulatives, instructional games, and projects. *Materials Needed: Scientific calculator.*

Algebra II*

Grade Levels: 9-12 (CCR 3263C, Honors 3263H)

Term: Year

Credits: 1.0

Prerequisites: Algebra I

Algebra II is a rigorous course that continues the study of advanced algebraic concepts with emphasis on practical applications and modeling. Appropriate technology (e.g., manipulatives, calculators, software) is regularly used for instruction and assessment. This course will enable students to construct and manipulate mathematical models in order to interpret, understand, and predict events that have a basis in quantitative settings. Curriculum emphasizes the learning of many high-level algebraic concepts, including real numbers, first/second-degree equations and inequalities, direct and inverse variation graphs, matrices, linear systems, factoring, and exponential and logarithmic functions. *Materials Needed: Graphing calculator.*

Geometry*

Grade Levels: 10-12 (CCR 3253C, Honors 3253H)

Term: Year

Credits: 1.0

Prerequisite: Algebra II

Students in this course will acquire deductive thinking and reasoning skills, and will increase their ability to think logically. A strong understanding of mathematical processes is required. Students will study the following geometric concepts in depth: properties of polygons, circles, perpendicular and parallel lines, perimeter, area, and volume. *Materials Needed: Graphing calculator, protractor, and a compass.*

Advanced Algebra II/Trigonometry

Grade Levels: 11-12 (3264)

Term: Year

Credits: 1.0

Prerequisite: Algebra II

The course includes a study of the following functions and their graphs: linear, polynomial, rational, exponential, logarithmic, and trigonometric. The course also covers trigonometric identities, solving trigonometric equations, and inverse trigonometric functions. *Materials Needed: Graphing calculator.*

Pre-Calculus**Grade Levels:** 10-12 (CCR 3273C and Honors 3273H)**Term:** Year**Credits:** 1.0**Prerequisite:** Geometry

The course includes a study of the following functions and their graphs: linear, polynomial, rational, exponential, logarithmic, and trigonometric. The course also covers trigonometric identities, solving trigonometric equations, and inverse trigonometric functions. Additional topics include conic sections, sequences and series, and polar/parametric curves. *Materials Needed: Graphing calculator.*

Calculus**Grade Levels:** 11-12 (3302)**Term:** Year**Credits:** 1.0**Prerequisite:** Pre-Calculus

The course includes a study of limits, continuity, derivatives with application, and integrals with application. Applications of derivatives include velocity and acceleration, related rates, and optimization. Applications of integration include area between curves and the volume of solids. *Materials Needed: Graphing calculator.*

AP Calculus AB**Grade Levels:** 11-12 (3293)**Term:** Year**Credits:** 1.0**Prerequisite:** Honors Pre-Calculus, Teacher Recommendation; See AP Policy, page 22-23

AP Calculus AB is primarily concerned with developing an understanding of calculus concepts and providing experience with related methods and applications. This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also highlighted. Broad concepts and widely applicable methods are emphasized. Through the use of unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

AP Calculus BC**Grade Level:** 12 (3294)**Term:** Year**Credits:** 1.0**Prerequisite:** AP Calculus AB; Teacher Recommendation; See AP Policy, page 22-23

AP Calculus BC is an extension of AP Calculus AB rather than an enhancement, in that common topics require a similar depth of understanding. This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also important. Broad concepts and widely applicable methods are highlighted. Through the use of unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

Introduction to Personal Finance**Grade Levels:** 9-12 (3620) ***required for class 2027 and after*****Term:** Semester**Credits:** 0.5

In this class, students will learn how to responsibly and effectively manage money. Topics include goal setting, financial planning, career selection, personal budgeting, saving and investing, credit and credit cards, debt, and insurance.

Consumer Math**Grade Levels:** 12 (3621)**Term:** Year**Credits:** 1

Students will study and apply foundational math skills to their everyday personal lives as well as examine the impact these skills will have in their future careers. The course will explore occupational topics including wages, deductions, taxes, insurance, transportation costs, and personal spending. Students will also dive into the area of personal finances as they study personal expenses such as home and automobile. Additionally, students will learn about personal bank accounts, loans, and buying on credit. Class discussion and written reflections are used throughout the course to reinforce and extend learning from the classroom to practical applications.

Project Based Math Explorations**Grade Level:** 11, 12 (3281)**Term:** Semester**Credits:** 0.5

Project Based Math Explorations is a course that focuses on utilizing mathematics from various disciplines to solve real-world problems with an emphasis on demonstrating and explaining the mathematics used to solve these problems. Students will be required to demonstrate problem-solving, reasoning, and critical thinking skills. A large emphasis will be placed on solving real-world problems with hands-on methods using various types of technology (manipulatives, calculators, software, etc.).

Statistics**Grade Level:** 12 (3280)**Term:** Year**Credits:** 1.0**Prerequisite:** Algebra II or its equivalent

This course is designed to teach students the major tools for collecting, analyzing, and drawing conclusions from data. Topics covered include exploratory analysis, planning a study, probability, and statistical inference. Students are required to actively participate in the planning and implementation of a study, which incorporates their learning from the course in a comprehensive final activity. *Materials Needed: Graphing calculator.*

Teacher Academy: Math Instruction**Grade Level:** 11, 12 (3282)**Term:** Semester**Credits:** 0.5

In Teacher Academy: Math Instruction, students will develop the foundational skills and knowledge required to become effective math teachers. This course equips aspiring educators with a comprehensive understanding of diverse methodologies for math instruction, emphasizing the integration of manipulatives, pictorial modeling, problem-solving techniques, and educational technology. Through hands-on experiences and interactive activities, students will delve into the intricacies of teaching mathematics to students ranging from kindergarten to grade 7. From fostering a conceptual understanding

of mathematical principles to crafting engaging lesson plans, participants will gain practical insights and pedagogical strategies essential for creating dynamic and inclusive learning environments. By the end of the course, students will be well-prepared to inspire a love for math and facilitate meaningful learning experiences for their future students.]

Fundamentals of Algebra/Algebra I (Keystone Trigger Course)*

Grade Levels: 9-10 (32772)

Term: Year, **Meets Daily

Credits: 2 [awarded as 1 Math credit; 1 elective credit]

Prerequisite: Students identified with data

Students will review basic tools of pre-algebra preparing them for success in Algebra I. This course is intended to provide double the time in Math instruction for students that have an indicator that they are behind grade level for Math. Skills covered review of natural number arithmetic, new types of numbers such as integers, fractions, decimals and negative numbers factorization of natural numbers, properties of operations (associativity, distributivity and so on), simple (integer) roots and powers, rules of evaluation of expressions, such as operator precedence and use of parentheses, basics of equations, including rules for invariant manipulation of equations, variables and exponentiation. This course is intended to both remediate gap skills and prepare students for the Algebra keystones.

Math Resource*

Grade Level: 9 (93709), 10 (93710), 11 (93711), 12 (93712)

Term: Year

Credit: 1

Math Resource is targeted to students' instructional needs and will replace core courses. This class provides research-based instruction, utilizing research-based practices that meet the needs of struggling learners. Classes are centered around:

- Intensive instruction each day
- Systematic & explicit instruction
- An organized plan of action to build computation skills
- Ongoing instruction that targets application of learned skills

Science Department

A student's progress along the science course continuum will be determined by their successful completion of required prerequisites rather than by grade level. Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course level increases. All science courses include a detailed plan for laboratory investigations and experiences.

All students are required to take Biology & Chemistry courses. After fulfilling this requirement, students may choose amongst other Science offerings to fulfill their required Science credits.

Course Descriptions

Environmental Science

Grade Level: 9 (5240)

Term: Year

Credits: 1.0

Students registered in Environmental Science will learn the three largest impacts that humans have on the environment. Students will learn attentiveness to their daily lives and gain knowledge through stimulating classroom discussions, environmentally-themed media, and laboratory/field activities.

Biology (*required for all students*)

Grade Levels: 9-10 (Honors 5253H, CCR 5253C)

Term: Year

Credits: 1

Biology is a laboratory-intensive course that involves the study of the defining characteristics and mechanisms of the living world. Students will participate in various lab activities that enhance knowledge of prokaryotic and eukaryotic cells, cell structure, and genetics. Technical skills as well as writing skills are emphasized in this experimental and exploratory course. Biology will also be focused on preparing students to pass the Keystone Biology Exam, which is a requirement for graduation.

Chemistry (*required for all students*)

Grade Levels: 10 (Honors 5263H) and 11 (CCR 5263C)

Term: Year

Credits: 1

Prerequisite: Biology, Algebra I

Chemistry is an intensive, laboratory-based science that emphasizes the following areas of study: matter and energy, atoms and molecules, periodic table, ionic compounds, covalent compounds, chemical reactions, stoichiometry, gasses, solutions, acids and bases, and reaction rates. Students will hone skills in making observations, analyzing data, drawing conclusions, and problem-solving. The course is designed for college prep students. Math skills are used in balancing equations, performing calculations, and graphing. Those planning to pursue collegiate education in the sciences or medicine should consider enrolling in Honors Chemistry. *Materials Needed: Scientific Calculator and Composition Book.*

Physics

Grade Levels: 11 and 12 (CCR 5273C and Honors 5273H)

Term: Year

Credits: 1

Prerequisite: Algebra II, Biology & Chemistry

This course develops an understanding of the basic laws and principles that govern motion, forces, light, and electricity. Topics such as one/two-dimensional motion, vectors, forces, momentum, vibrations, rotational motion. Students will be evaluated on their laboratory performance and use of appropriate laboratory technology in addition to written assessment and class discussion. *Materials Needed: Scientific Calculator.*

AP Biology**Grade Levels:** 10-12 (5253A)**Term:** Year**Credits:** 1**Prerequisite:** Biology & Chemistry; Teacher Recommendation; See AP Policy, page 22-23

The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. Areas of study covered in great depth are molecules and cells, heredity and evolution, and organisms and populations. This is a rigorous course that requires a great deal of laboratory and experimental work in addition to class discussion and lengthy written assignments. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

AP Chemistry**Grade Levels:** 11 and 12 (5263A)**Term:** Year**Credits:** 1**Prerequisite:** Algebra I, Biology & Chemistry; Teacher Recommendation; See AP Policy, page 22-23.

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics are presented in considerable depth. This course is one of intense rigor and requires a great deal of time in the laboratory as well as additional daily study outside of the classroom. Students interested in a career in the science or medical field, or students who excelled in Honors Chemistry, are encouraged to apply for this course. In order to receive the CCS weighted value for the course, students enrolling in AP course offerings at CCS are expected to take the corresponding College Board AP exam at their own expense. *Materials Needed: Scientific Calculator.*

AP Environmental Science**Grade Levels:** 10, 11 and 12 (5240A)**Term:** Year**Credits:** 1**Prerequisite:** Biology & Chemistry Teacher Recommendation; See AP Policy, page 22-23

This course examines our environment and related issues. Students will learn how humans impacted the world and what can be accomplished to better protect our natural surroundings. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

AP Physics 1**Grade Levels:** 10 and 11 (5273A)**Term:** Year**Credits:** 1**Prerequisite:** Biology & Chemistry, Algebra II; Teacher Recommendation; See AP Policy, page 22-23

This course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion), work, energy, and power, mechanical waves and sound, and introductory, simple circuits. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense. *Materials Needed: Scientific Calculator.*

Anatomy & Physiology**Grade Levels:** 10-12 (5255)**Term:** Semester**Credits:** 0.5**Prerequisite:** Biology & Chemistry

The course will focus on the various body systems and how they function as well as the health complications associated with each system. This course should be a consideration for any student who is interested in health science careers and enjoys helping people who are in need. This course requires the memorization of medical terminology, parts of each system, and concepts of movement and functionality. Students will be graded on daily completion of work, projects, and tests.

Astronomy**Grade Levels:** 10-12 (5641)**Term:** Semester**Credits:** 0.5**Prerequisite:** Biology & Chemistry

This course provides a better understanding of our solar system, stars, galaxies, and the universe. Students will increase their understanding of how Earth formed and the place that our solar system occupies within the universe. Students will explore current events occurring within astronomy and what eventually will happen to this planet we call home.

Botany**Grade Levels:** 10-12 (5250)**Term:** Semester**Credits:** 0.5**Prerequisite:** Biology & Chemistry

This course is an introduction to basic botany as it relates to horticulture. It will cover plant anatomy, growing plants from seeds and cuttings, floral art, small scale landscaping and farm-to-table gardening. Specific plant groups discussed include flowering plants, ferns, cacti and succulents and carnivorous plants, among many others.

Earth Systems**Grade Level:** 10-12 (5284)**Term:** Semester**Credits:** 0.5**Prerequisite:** Biology & Chemistry

The Earth Systems course includes topics that describe the functioning of the physical and biological components of the Earth that interact with each other to form the various surface conditions we see on planet Earth. The course centers around discussions on how matter and energy moves through the systems on earth's surface via life, plate tectonics, earthquakes, volcanoes, geologic time, oceanography, cryosphere, near-earth objects, and weather; from gentle breezes to hurricanes.

Forensic Science**Grade Levels:** 10-12 (5282)**Term:** Semester**Credits:** 0.5**Prerequisite:** Chemistry

The study of forensics is an intersection of biology, chemistry, and physics. From the biology perspective, forensics includes human anatomy and physiology, entomology, DNA and blood evidence. From the chemistry side, forensics includes the examination of the materials in and around a victim- as well as a person of interest. Additionally, chemical analysis of different materials often involves lab work to

determine the identity of a substance. From physics, we get items such as height of a fall, amount of damage done by specific weapons, and vehicle speed- in the case of a crash.

This course will look at all aspects of forensics including: evidence collection and identification, description of what occurred, as well as potential suspects that can be linked through the use of science. To aid in this course, we will also examine famous cases using modern day technology.

Introduction to Sustainable Agriculture

Grade Levels: 10-12 (5286)

Term: Semester

Credits: 0.5

Prerequisite: Biology & Chemistry

This course offers an interdisciplinary study of agriculture with a focus on farm-to-table food systems and sustainable practices. Students will explore the connections between soils, animals, vegetation, and growing methods to promote sustainable living. The Hands-on labs will introduce sustainable practices such as cheesemaking, fruit preserves, and syrup production, as well as the preservation and use of garden and farm products, including products from the school gardens.

Marine Biology

Grade Level: 10-12 (5285)

Term: Semester

Credits: 0.5

Prerequisite: Biology & Chemistry

Marine Biology is a one semester course that introduces students to marine life, their biological communities, and marine ecology. The class will focus on the physical characteristics of the Earth's oceans; prominent marine communities and the physical and biological factors that shape their composition; representative marine organisms from major marine ecosystems; environmental science principles that relate to ocean environments, and how humans use biological ocean resources. Students will complete a variety of lab experiences that include observational study of marine organism forms, dissection of select organisms, and other lab activities related to the ocean environment and organisms.

Zoology

Grade Levels: 10-12 (5283)

Term: Semester

Credit: .5

Prerequisite: Biology & Chemistry

Zoology is a course designed to build on or preview Biology, the study of life. It focuses on the specific study of all aspects of the animal kingdom. This course includes the study of the general characteristics, structures, and functions of a variety of animals, including invertebrate and vertebrate species.

Social Studies Department

The CCS Social Studies Department offers a diverse and engaging curriculum designed to develop students' critical thinking, analytical, and civic literacy skills. Through a variety of courses in history, government, economics, and the social sciences, students gain a deeper understanding of the world around them and their role as informed, responsible citizens. Our program emphasizes inquiry-based learning, real-world connections, and the development of skills essential for success in college, careers, and civic life. Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course level increases. **Students are required to take World History,**

United States History and US Government and Politics. Starting in 9th grade, students who wish to take Advanced Placement® Social Studies courses and have met specific prerequisite course requirements may apply for acceptance in the following AP® Level Courses:

Grade Level	AP Level
9 th	AP World History
10 th	AP United States History AP African American Studies§
11 th	AP US Government & Politics AP Human Geography AP African American Studies AP Psychology*
12 th	AP Human Geography AP African American Studies AP World History (if not already taken) AP Psychology*

§ With teacher permission, 10th grade students may take AP African American Studies in addition to their United States History class.

* When possible, scheduling preference will be given to upperclassmen for the AP Psychology course.

Course Descriptions

World History II

Grade Level: 9 (6240)

Term: Year

Credits: 1.0

This is the second course in a two-year sequence. This class will begin with a study of the Age of Reason and continue through to the present time, focusing on how our global society was formed and looking at the origins of current issues. Historical events are presented through different geographical lenses, showing a variety of sides to the same issue. Students will learn to analyze both primary and secondary sources and become aware of multiple perspectives. Students will be encouraged to apply lessons to today's multicultural environment.

Pre-AP World History II

Grade Level: 9 (Honors 6240H)

Term: Year

Credits: 1.0

Prerequisite: Teacher recommendation

The pre-AP program will offer consistent high standards in focused courses that help build, strengthen, and reinforce students' content knowledge and skills. Pre-AP courses get students ready for AP and other college-level coursework. This is the second course in a two-year sequence. This class will begin with a study of the Age of Reason and continue through to the present time. Students will be encouraged to apply lessons to today's multicultural environment.

United States History**Grade Level:** 10 (CCR 6255C, Honors 6255H)**Term:** Year**Credits:** 1.0

While the breadth of this class spans the years preceding European colonization of the Americas through the present day, the depth of the curriculum is focused on the post-colonial American experience and concentrates primarily on the 18th, 19th, and 20th centuries. In a chronological structure, students will engage historical content in a classical sense, but the emphasis is to be placed on understanding the historical process in the context of broader political, economic, religious, social, intellectual, and artistic trends. An ability to actively engage various historical phenomena and theories will be paramount to the success of each student. Through a variety of educational methods, the lessons of our nation's past will reveal to students the impact of their own time and place on the landscape of American history.

U.S. Government & Politics**Grade Levels:** 11 (CCR 6263C and Honors 6263H)**Term:** Year**Credits:** 1.0

This course will examine the American political system and the structure and operation of our government at the national, state, and local levels. We will examine the U.S. Constitution in depth and will apply knowledge of these topics to current political, social, and economic issues.

AP African American Studies**Grade Level:** 10, 11, 12 (6272AP)**Term:** Year**Credit:** 1.0**Prerequisite:** Teacher Recommendation; See AP Policy, page 22-23

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment

AP Human Geography**Grade Level:** 11, 12 (6622)**Term:** Full year**Credit:** 1.0**Prerequisite:** Teacher Recommendation; See AP Policy, page 22-23

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Topics studied include immigration and migration, culture, politics, urban planning, and agriculture. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

AP U.S. Government & Politics**Grade Levels:** 11, 12 (6263A)**Term:** Year**Credits:** 1.0**Prerequisite:** Teacher Recommendation; See AP Policy, page 22-23

AP U.S. Government & Politics is a college-level course examining the governmental structure and political system of the United States. Students will develop critical thinking skills and an understanding

of the major institutions, beliefs, and processes of American government through analysis of statistical data and a variety of primary sources, active participation in class discussions, and frequent writing assignments. The application of knowledge to contemporary events and case studies will be emphasized throughout the course. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

AP United States History

Grade Level: 10 (6255A)

Term: Year

Credits: 1.0

Prerequisite: Teacher Recommendation; See AP Policy, page 22-23

AP United States History is designed to provide students with the analytic skills and factual knowledge necessary to critically deal with the challenges in U.S. history. Students will learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and weigh the evidence and interpretations. Students will also develop the skills necessary to arrive at conclusions on the basis of an informed judgment, and to present reasons and evidence clearly and persuasively in essay format. Topics of learning include but are not limited to American identity, demographic changes, economic transformations, globalization, politics and citizenship, and reform. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

AP Psychology

Grade Levels: 11-12 (6650AP)

Term: Year

Credits: 1.0

Prerequisite: Teacher Recommendation; See AP Policy, page 22-23

The purpose of the AP Psychology course is to explore the ideas, theories, and methods of the scientific study of behavior and mental processes; examine the concepts of psychology through reading and discussion and to analyze data from psychological research studies. Students will learn to connect psychological concepts and theories to real-life scenarios; understand and interpret data; and analyze research studies in psychology. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

AP World History

Grade Level: 9, 12 (6240A)

Term: Year

Credits: 1.0

Prerequisite: Teacher Recommendation; See AP Policy, page 22-23

AP World History students study the history of the world from 1200 - the present through the lenses of five historical themes: society, politics, interaction with environment, culture, and economics. Students study these themes by examining primary and secondary sources, analyzing historical data, and interpreting differing points of view from a variety of historical sources. Due to its broad scope, AP World History focuses on overarching continuities and changes throughout history in order to help students develop a comprehensive understanding of events within their historical context. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

African American History**Grade Levels:** 9-12 (6272)**Term:** Semester**Credits:** 0.5

Throughout U.S. history, how have African Americans helped shape American culture? This course answers that question by tracing African Americans' accomplishments and obstacles, beginning with the slave trade on up to the modern Civil Rights movement. Learn about the political, economic, social, religious, and cultural factors that have influenced African American life, meet individuals who changed the course of history, and explore how the African American story still influences current events.

American Cultural Collage: Modern Pop Icons and Media Landmarks**Grade Levels:** 11-12 (6285)**Term:** Semester**Credits:** 0.5

This course examines the major American media events of the second half of the 20th century and early 21st century through a lens of cultural icons and experiences. Focus will be on how the media has influenced the perception of major events and how those events shaped the cultural identity of the United States and its people.

Behavioral Studies: Psychology**Grade Level:** 12 (6268P)**Term:** Semester**Credit:** 0.5

The Behavioral Studies: Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

Behavioral Studies: Sociology**Grade Level:** 12 (6268S)**Term:** Semester**Credit:** 0.5

The Behavioral Studies: Sociology course introduces students to famous scientists and studies that impact our understanding of the social sciences. Throughout the course, students will focus on sociology and cover society and culture, the individual, social inequality, social change, and institutions. This course surveys sociological topics including but not limited to: group dynamics, engineered environments, crime and punishment, ethics, discrimination, family and marriage, and education.

Cultural Anthropology and Human Geography**Grade Levels:** 9-12 (6653)**Term:** Semester**Credits:** 0.5

Humans have a relationship with the world unlike any other organism on Earth, and this course explores the consequences of this—both positives and challenges. The Cultural Anthropology and Human Geography Elective aims to give students the opportunity to gain a better understanding of this relationship and how, more specifically as members of cultural groups, they can impact the world around them in terms of environmental, social, political, and global conflict and change. The class will also give students the chance to explore how this information is found through different Anthropological methods,

such as data studies, field surveys, excavations, and more. Students will both look at past historical archaeological examples as well as current trends and patterns to determine a course of action on how to solve modern day problems and situations.

Entrepreneurship

Grade Levels: 9-12 (6674)

Term: Semester

Credits: 0.5

Do you dream of owning your own business? This course can give you a head start in learning about what you'll need to own and operate a successful business. Students will explore creating a business plan, financing a business, and pricing products and services.

History & Literature of the Holocaust

Grade Levels: 9-12 (6673)

Term: Semester

Credits: 0.5

Students will investigate history and literature before and after the Holocaust. Using various multimedia and primary and secondary sources, students will take a look into the lives of children, Semitic and anti-Semitic Germans, survivors of the concentration camps, and residents of the ghettos. Students will not only gain insight into a dark chapter of human history, but they will also learn valuable lessons about humanity as a whole.

Myths, Legends, and Mysteries (co-listed in English)

Grade Levels: 9-12 (6652)

Term: Semester

Credits: 0.5

Students in this course will investigate the myths and legends of a variety of cultures as well as study famous unsolved mysteries. This project-based course will allow students to use a variety of technology and both primary and secondary source materials in class discussion to enhance their critical thinking and presentation skills.

Sports and Their Cultural Impact on the World

Grade Levels: 11, 12 (6286)

Term: Semester

Credits: 0.5

This course explores the profound influence of sports on cultures worldwide, examining the historical, social, and cultural dimensions of various sports. Students will analyze how sports reflect and shape societies, identities, and global dynamics. Through case studies, discussions, and critical analysis, students will gain a comprehensive understanding of how sports intersect with politics, economics, media, and identity formation.

World Language Department

Students are expected to take Spanish each year. Levels are determined based on achievement, demonstrated ability, and teacher recommendation. AP Spanish Literature and/or AP Spanish Language will be offered for students excelling in these areas and meeting the criteria for AP registration, as determined by CCS. Students who complete Spanish IV are permitted to apply to take courses in other foreign languages through programs offered at Delaware County Community College, Immaculata University, or through an online provider.

Course Descriptions

Spanish I

Grade Levels: 9-12 (7235C)

Term: Year

Credits: 1.0

This course is designed to continue the introductory and fundamental speaking, listening, reading, and writing skills from CCS elementary-level Spanish classes. Students will participate in activities that foster learning of basic vocabulary, question and answer conversational elements, as well as reading and writing. Additional emphasis is on awareness of Spanish culture and customs.

Spanish II

Grade Levels: 9-12 (CCR 7233C, Honors 7233H)

Term: Year

Credits: 1.0

Prerequisite: Spanish I

In this course, students will continue developing speaking, listening, reading, and writing skills. Students will give oral presentations, read short passages, and write brief conversations and narratives in order to increase fluidity of speech. Due to its relative pace and increasing rigor, it is recommended that students registering for this course have previously achieved mastery of Spanish I concepts.

Spanish III

Grade Levels: 9-12 (CCR 7243C, Honors 7243H)

Term: Year

Credits: 1.0

Prerequisite: Spanish II

Students in this course continue to focus on elements of language – reading, writing, speaking, and listening. Increased fluidity of conversation is emphasized through practice and discussion. Students will read Spanish cultural selections as well as short stories. Projects are assigned to increase writing and speaking proficiency.

Spanish IV

Grade Levels: 9-12 (CCR 7253C, Honors 7253H)

Term: Year

Credits: 1.0

Prerequisite: Spanish III

Students continue to develop Spanish proficiency in the areas of reading, writing, listening, and speaking. Emphasis is on initiating and sustaining conversation. Class discussions are entirely in Spanish and incorporate advanced grammatical structures. Mastery of Spanish IV concepts effectively prepares students for AP[®] courses and additional college studies. Students will also participate in the Spanish CLEP exam: with a passing score on the CLEP exam, students could earn three or more college credits at 2,900 U.S. colleges and universities.

Spanish V

Grade Levels: 10-12 CCR (7263C)

Term: Year

Credits: 1.0

Prerequisite: Spanish IV

In this course, students continue to develop Spanish proficiency in the areas of reading, writing, listening, and speaking. Emphasis is on initiating and sustaining conversation. Class discussions are entirely in Spanish and incorporate advanced grammatical structures. Mastery of Spanish V concepts effectively prepares students for AP courses and additional college studies.

Spanish Conversation Through Film

Grade Level: 12 (7640)

Term: Year

Credits: 1.0

Prerequisite: Spanish IV or Spanish V

Spanish Conversation Through Film is a reinforcement course designed to provide students with authentic and natural language in context through film. Films provide a context in history, culture, and language elements, on which this course is built. Students not only learn about fine arts and literature, but they also examine daily life in a wide variety of settings throughout the Hispanic world. Films from the course serve as a basis for classroom discussion, vocabulary acquisition, and grammatical review.

AP[®] Spanish Language & Culture

Grade Levels: 10-12 (7270)

Term: Year

Credits: 1.0

Prerequisite: Spanish III Honors or Spanish IV [any level], Teacher Recommendation; See AP Policy, page 22-23

AP Spanish Language & Culture is intended for students who wish to develop proficiency and integrate their language skills using authentic materials and sources. The course helps prepare students to demonstrate their levels of Spanish proficiency across three communicative modes: interpersonal, interpretive, and presentational. This course is comparable to fifth- and sixth-semester college or university courses focusing on speaking and writing in the target language at the advanced level. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

AP[®] Spanish Literature & Culture

Grade Levels: 11-12 (7280)

Term: Year

Credits: 1.0

Prerequisite: Spanish IV or AP Spanish Language, grades 11-12 only, Teacher Recommendation; See AP Policy, page 22-23

The AP Spanish Literature & Culture course provides students with a learning experience equivalent to that of a third-year college course in Peninsular and Latin American literature. The course introduces students to the formal study of a representative body of Peninsular and Latin American literary texts. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

Career Exploration Credits

All CCS students will be required to take at least 1.5 Career Exploration credits throughout their journey through high school to prepare for the transition to their post-secondary plans.

Course Descriptions

Career Planning and Portfolio (CPP)

Grade Levels: 9-12 (95209, 95210, 95211, 95212)

Term: Year

Credits: 0.5

All students will take the CPP associated with their same age peers. CPP lessons are aimed at topics such as executive functioning, time-management, study skills, and other key academic components, as well as in higher grade levels, college applications, resume writing, and interview skills. Additional skills topics include self-care strategies, community involvement, and cultural competency.

Career Work Experience (0.5 or 1 credit)

Grade Levels: 12 (95012HC, 95012)

Term: Year

Credits: 0.5 or 1

Senior students may have the opportunity to work at local employment locations to explore career opportunities not included in the traditional school curriculum. This program allows students to complete their academic requirements as well as earn high school graduation credits while participating in a work experience at an off-campus location. To qualify for this program, students must meet criteria.

Engineering and Technology Department

CCS's Engineering and Technology Department integrates electrical, mechanical, manufacturing, and industrial engineering disciplines to solve problems and meet opportunities and technical challenges in robotics, healthcare, energy, transportation, communications, environmental protection, defense and homeland security, and buildings and infrastructure. All students must obtain 0.5 STEM credits in order to graduate.

Course Descriptions

AP Computer Science Principles

Grade Levels: 10-12 (5659)

Term: Year

Credits: 1

Prerequisite: Introduction to Computer Science & Instructor Approval; Teacher Recommendation; See AP Policy, page 22-23

This course is aligned directly with the College Board AP Computer Science Principles Framework. AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Students will write text-based programs using Python 3. They will also create webpages using HTML, CSS, and JavaScript. Students gain programming experience early on in the course that will enable them to explore the rest of the course topics through computational thinking practices. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for the AP Computer Science Principles Exam, in addition to college and career.

AP Computer Science A (Java)

Grade Levels: 10-12 (5658)

Term: Year

Credits: 1

Prerequisite: AP Computer Science Principles & Instructor Approval; Teacher Recommendation; See AP Policy, page 22-23

This course is aligned directly with the College Board AP Computer Science A (Java) Framework. AP Computer Science A (Java) introduces students to the basics of object-oriented programming using the Java programming language, with a focus on problem-solving and algorithm development. Students will design solutions to problems, use data structures to organize large sets of data, develop and implement algorithms to process data and discover new information, analyze potential solutions, and explore the ethical and social implications of computing systems. AP Computer Science A (Java) prepares students for the AP Computer Science A (Java) Exam, in addition to college and career.

Broadcast Journalism

Grade Levels: 9-12 (1879)

Term: Semester

Credits: 0.5

Students will learn how to reliably research news topics, find and use royalty-free resources, develop broadcast copy, film, edit, create, star in, and publish their own broadcast programs using video editing and live broadcast software. Students creating broadcasts have the potential to share their work with a worldwide audience. Broadcasting students will also produce media to support the daily Collegium student news production.

Business Applications

Grade Levels: 9-12 (1871)

Term: Semester

Credits: 0.5

This course will build upon each student's computing skills, and provide project-based learning in development of computer documents, presentations, and spreadsheets. The goal of this course is for students to use real-world content and produce professional business documents using skills that translate across various office computing software, including Google Workspace and Microsoft Office. This course will also highlight resume development and professional practices.

Computer Assisted Design (CAD)

Grade Levels: 9-12 (5646)

Term: Semester

Credits: 0.5

Computer Aided Design and Drafting (CAD) software offering an easy-to-use set of tools for 3D mechanical design, documentation, and product simulation. This course is designed to give students a solid understanding of CAD software features and capabilities from the basics through advanced components. This course focuses on all learning styles through the use of texts, audio/video examples, interactivity, and quizzes. Students will be able to unleash their creativity by designing a Formula 1 race car, 3D printed signs, and various other projects.

Digital Photography

Grade Level: 9-12 (1218)

Term: Semester

Credits: 0.5

In this course students will focus on the rules of photography and their influence on the composition of a photograph. During which time students will use their cell phones to take photos to show their understanding of the targeted goals for each lesson. Art history, appreciation, and criticism will be discussed throughout the course. Students have time to experiment with lighting and digital SLR cameras. Digital phone apps will be used to learn how to alter photos. Students will also spend time discussing the value of photography to our society and the ethics of photography.

Graphic Design 1

Grade Levels: 9-12 (1216)

Term: Semester

Credits: 0.5

Prerequisite: None

Learn to express yourself through the combination and composition of visual elements such as Typography, Shape, Color, and Images. We will be using Adobe Photoshop and Illustrator to create portfolios of work showcasing student achievement in the class including image manipulation, posters, books, album design, and brief web animations. This course is great for artists and technology enthusiasts alike!

Graphic Design 2

Grade Levels: 9-12 (12162)

Term: Semester

Credits: 0.5

Prerequisite: Graphic Design 1 (1216)

In the Level 2 Graphic Design course, students will build upon the essential skills they developed in Level 1. This course delves deeper into the world of graphic design, focusing on sophisticated design principles, enhanced digital imaging techniques, and industry-standard practices. Leveraging the advanced features

of Adobe Creative Suite, students will undertake intricate projects in areas like intricate typography, digital illustration, UX/UI design, brand development, and dynamic motion graphics. The aim of this course is to polish students' technical abilities, amplify their creative vision, and equip them with the necessary tools to tackle the evolving challenges of contemporary graphic design.

Introduction to Computer Science

Grade Levels: 10-12 (5638)

Term: Year

Credits: 1

Prerequisite: Survey of Technology or Teacher Recommendation

In this CSTA 3A-aligned course, students will learn foundations of computer science and basic programming, emphasizing logical thinking and problem-solving skills. This course is designed for complete beginners with no previous background in computer science or text-based programming. The course is highly visual, dynamic, and interactive, making it engaging for new coders. Students will develop proficiency in procedural programming and logical thinking using common programming languages, including JavaScript and Python. It covers all concepts in the CSTA framework, including Algorithms & Programming, Computing Systems, Data and Analysis, Impacts of Computing, and Networks & the Internet, and provides students a strong foundation to advance to AP Computer Science Principles and/or AP® Computer Science A (Java).

Introduction to Digital Animation

Grade Levels: 10-12 (1868)

Term: Semester

Credits: 0.5

Prerequisites: Survey of Technology or Instructor Approval

Students will explore the art of storytelling and gain foundation skills in digital animation using animation software including Maya®, the same software used to develop animated films by Pixar. Topics of study include: The art of storytelling, art of lighting, rendering and composition.

Digital Art and Image Manipulation

Grade Levels: 10-12 (1801)

Term: Semester

Credits: 0.5

Prerequisites: Survey of Technology or Instructor Approval

Students will learn advanced image manipulation and Photoshop techniques to create digital art and illustrations. The course will combine study of art, design, artificial intelligence, and industry-standard software to create pieces and a digital portfolio. Pieces will be created for 2D and 3D art spaces.

Music Technology

Grade Levels: 10-12 (4673)

Term: Semester

Credits: 0.5

Prerequisites: Survey of Technology or Instructor Approval

In Music Technology, students use computers to produce music and design sound. Learners completing all components of study will gain a broad understanding of what is involved in the creation of music and soundboard sample packs for distribution from composition to final release. Students will mix music, produce beats, and synthesize electronic sequences using a digital audio workstation (DAW). Students will learn audio, MIDI, control voltage, and gate signal flow, in addition to song-writing and composition with text-based programming. Students will create a distribution-ready song, soundtrack/soundscape, or sample pack aligned with their interests, with an option to publish.

Product Design: The Bridge between Art and STEM**Grade Levels:** Recommended for 9th & 10th grade (5627)**Term:** Semester**Credits: 0.5***Course name changed from “Design Thinking” after the 2021-22 school year.*

In this course, students will create diverse projects that are both fun and informative. During the creative process, students will follow the Design Thinking Process, an engineering method of problem-solving. Students begin with ideas, work through sketches, prototypes, and testing to create projects that have real-world applications. They are also challenged to explore new ideas and pathways to work through their projects. While this course has its basis in engineering, it does not replace the IED course that is part of the Project Lead the Way program.

Physical Computing**Grade Levels:** 10-12 (5636)**Term:** Semester**Credits: 0.5****Prerequisite:** Survey of Technology or Instructor Approval

In Physical Computing, students will design and build functioning electronic circuits using microcontrollers like the Arduino Uno, single-board computers like the Raspberry Pi, and embedded-systems programming. Students will learn and apply knowledge of circuit design to identify electronic components and assemble circuits on a breadboard. Students will utilize a variety of programming environments and languages, for example: Arduino, C++, Node.js, and Python to give functionality to their circuits. This course culminates with a student-designed prototype project.

Piloting Drones**Grade Levels:** 10-12 (5631)**Term:** Semester**Credits: 0.5****Prerequisite:** Survey of Technology or Instructor Approval

Drones present captivating activities that investigate science, technology, engineering, and math concepts while making relevant connections to career paths in STEAM related fields. Piloting Drones will immerse students in the emerging drone industry and the many facets of its growing ecosystem. Drone operation, safety, flight theory map reading, and scratch programming principles will be taught by completing fictional search and rescue (SAR) missions and hands-on lab activities in the classroom. Coursework will include simulated drones flight practice, hands on drone flight practice, homework assignments, projects, and discussions. Students will also begin learning key concepts vocabulary from the FAA Part 107 Remote Pilot exam.

PLTW Digital Electronics (DE)**Grade Levels:** 9-12 (5663)**Term:** Year**Credits: 1****Prerequisite:** *Algebra I with a C or higher*

Open doors to understanding electronics and foundations in circuit design! Digital electronics is the foundation of all modern electronic devices such as cellular phones, digital media players, laptop computers, digital cameras, high definition televisions, etc. You will learn the digital circuit design process to create circuits and present solutions that can improve people’s lives. You will analyze, design, and build digital electronic circuits. While implementing these designs, you will continually hone your professional skills, creative abilities, and understanding of the circuit design process. Learn how advancements in foundational electronic components and digital circuit design processes have transformed the world around you.

PLTW Introduction to Engineering Design (IED)

Grade Levels: 9-12 (5647)

Term: Year

Credits: 1

Prerequisite: Algebra I with a C or higher

In this PLTW course, students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and an engineering notebook to document their work. This course is recommended to Honors and high-level CCR students who have taken Algebra 1.

PLTW Principles of Engineering (POE)

Grade Levels: 10-12 (5639)

Term: Year

Credits: 1

Prerequisite: Introduction to Engineering Design (IED)

Principles Of Engineering (POE) is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study. Students have an opportunity to investigate engineering and high-tech career opportunities. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based upon engineering concepts. Students also develop strategies to enable and direct their own learning, which is the ultimate goal of education.

Robotics I

Grade Levels: 9-12 (5645)

Term: Semester

Credits: 0.5

Prerequisite: Survey of Technology

Robotics is designed to help students master the fundamentals of robotics and the engineering design process while learning to use industry-leading CAD software and the leading classroom robotics solution. Students will evaluate the design and build a mobile robot to play a sport-like game. During this process, they will learn key STEAM principles and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in the classroom.

Robotics II

Grade Levels: 11-12 (5635)

Term: Semester

Credits: 0.5

Prerequisite: Robotics I

Robotics II will pick up where Robotics I left off. Student teams will take on more challenging problems using robotic arms. Robotics II emphasizes robotics in industry, the use of sensors, autonomous control, and the changing environments to which robots must respond.

Survey of Technology

Grade Levels: 9 (5632)

Term: Semester

Credits: 0.5

This is a survey course designed to give introductory students experience in different areas of technology including: Digital Citizenship & Design, Google G-Suite for Education, STEAM, and Research. Students

will learn how their online activity contributes to both their active and passive digital footprints, how to increase personal productivity with business applications, how to program physical computing devices to perform autonomous tasks, and how to use digital resources to conduct research. The course will culminate in a capstone project exploring a chosen topic of interest.

Video Game Design

Grade Levels: 11-12 (1869)

Term: Full Year

Credits: 1

Prerequisite: Introduction to Computer Science or Web Design or Introduction to Digital Animation

In Video Game Design with Unity 3D®, students will use Unity 3D® to develop an interactive application or video game. Unity 3D® is a standard in interactive game development, from console and PC, to mobile platforms. Learners completing all components of study will gain a broad understanding of what is involved in the creation of interactive applications and video games; from concept inception to final release. In addition to gaining proficiency using the Unity 3D® Engine, students will learn to write macros for Unity 3D® using the C# programming language. Students will create an application or game aligned with their interests.

Video Options

Grade Levels: 11-12 (1872)

Term: Semester

Credits: 0.5 Credit

Prerequisite: Video Production I or Instructor Approval

The teacher and student will map out an individual area of focused study within video production. This course is for the video student who is interested in an intensive but rewarding independent study geared toward focused skill development within the context of independent video creation. This course requires a strong commitment and is based on availability and room within a student and teacher's schedule. Subject to instructor approval

Video Production I

Grade Levels: 10-12 (1864)

Term: Semester

Credits: 0.5

Prerequisite: Survey of Technology

The overall purpose of this course is for students to become acquainted with a professional understanding of the process of video planning, editing, and production with application of this understanding in the form of independent, paired, and group film projects. Students will gain experience with audio and video recording, as well as editing. Additional focus will be given to readings, assignments, and critiques that will help students understand the filming purpose, process, and product. This course will give students a basic understanding of video production from concept through publication using video cameras and industry-standard software such as iMovie® and GarageBand®.

Video Production II

Grade Levels: 11-12 (1865)

Term: Semester

Credits: 0.5

Prerequisite: Video Production I or Instructor Approved

The overall purpose of this course is to provide students with a challenging environment to explore the planning, editing, and publication of film. This class will build on the technical knowledge developed in Video Production I, requiring further detailed planning, storyboarding, approval, filming, editing, sound-tracking, and production of original work through various assigned independent, paired, and group

projects. Students' understanding of film will be enhanced with given readings, assignments, and critiques going one step farther than Video Production I. This course will give students the ability to use, analyze, and create video media to express themselves utilizing their now-advanced skills in filmmaking.

Web Design

Grade Levels: 10-12 (5637)

Term: Semester

Credits: 0.5

Prerequisite: Survey of Technology or Instructor Approval

Web Design is a project-based course in which students learn how to build websites using the programming languages HTML and CSS, and Bootstrap front-end toolkit. By the end of this course, students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and create their very own multi-page websites. Students will learn the foundations of user interface design, rapid prototyping and user testing, and will work together to create professional, mobile responsive websites.

Related Arts Department

Art Electives

AP Art and Design

Grade Levels: 11, 12 (1202)

Term: Year

Credits: 1

Prerequisite: Studio III or Teacher Recommendation

The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

Art Appreciation

Grade Levels: 9-12 (1203)

Term: Semester

Credits: 0.5

The Art Appreciation course explores the world's visual arts, focusing on the development of visual awareness, assessment, and appreciation by examining a variety of styles from various periods and cultures while emphasizing the development of a common visual language. While students may engage in hands-on learning/artifact making, this course is meant to foster an understanding of the role of visual art in human culture and experience rather than the ability to apply artistic skills through finished art pieces.

Ceramics I

Grade Levels: 9-12 (1240A)

Term: Semester

Credits: 0.5

Prerequisite: Foundations of Art or Teacher Recommendation

Students will learn the three hand-building techniques: Pinch pots, coils, and slab building through a variety of teacher-inspired projects. Students will have the ability to demonstrate their skills in a project that combines all three hand-building techniques. Students will learn the properties of clay, clay tools, the clay firing process, and about glazing their ceramic pieces. Relevant artists/movements will again be investigated as students enhance their abilities to discuss and critique their pottery.

Ceramics II

Grade Levels: 10-12 (1240B)

Term: Semester

Credits: 0.5

Prerequisite: Ceramics I

This course continues to allow students the opportunity to practice the three hand-building techniques in a variety of ways while developing further into a confident potter. Students will complete teacher-inspired projects that introduce additional understanding of clay and glazes but allows for more creativity and problem-solving. During the semester students will begin to learn about loading and programming the kiln.

Ceramics III

Grade Levels: 10-12 (1240C)

Term: Semester

Credits: 0.5

Prerequisite: Ceramics II

This course is designed for the experienced ceramic student, who would like to continue with ceramics in a more independent fashion. During the semester, students will investigate pottery construction techniques that interest them and apply those ideas to their work. Students will also research additional ways to decorate their work. Wheel throwing will be introduced.

Students will also load and program the kiln under teacher supervision.

Comics, Illustration, and Animation

Grade Levels: 9-12 (1201)

Term: Semester

Credits: 0.5

Prerequisite: Foundations of Art or Teacher Recommendation

Explore the design concepts and artistic principles of illustration, comics, and animation. Learn the complete workflow for designing, inking, and coloring comic book/graphic novel illustrations as you develop unique character designs, develop the ability to illustrate your own stories, and learn the basics of traditional and stop-motion animation.

Digital Art and Image Manipulation

Grade Levels: 10-12 (1801)

Term: Semester

Credits: 0.5

Prerequisites: Survey of Technology or Instructor Approval

Students will learn advanced image manipulation and Photoshop techniques to create digital art and illustrations. The course will combine study of art, design, artificial intelligence, and industry-standard software to create pieces and a digital portfolio. Pieces will be created for 2D and 3D art spaces.

Digital Photography**Grade Level:** 9-12 (*1218*)**Term:** Semester**Credits:** 0.5

In this course students will focus on the rules of photography and their influence on the composition of a photograph. During which time students will use their cell phones to take photos to show their understanding of the targeted goals for each lesson. Art history, appreciation, and criticism will be discussed throughout the course. Students have time to experiment with lighting and digital SLR cameras. Digital phone apps will be used to learn how to alter photos. Students will also spend time discussing the value of photography to our society and the ethics of photography.

Drawing I**Grade Levels:** 9-12 (*1209A*)**Term:** Semester**Credits:** 0.5**Prerequisite:** Foundations of Art or Teacher Recommendation

This course will further explore the elements of art and principles of design and how they are used to create drawings. Students will expand their drawing techniques, including but not limited to hatching, cross hatching, scumbling, stippling, and blending, with a focus on how they are used to create value, form, and texture in a drawing. Relevant artists/movements will be investigated as students enhance their abilities to discuss and critique artwork.

Drawing II**Grade Levels:** 10-12 (*1209B*)**Term:** Semester**Credits:** 0.5**Prerequisites:** Drawing I

Students will dive further into the elements of art including but not limited to shape, form, value, texture, line, and space. An emphasis is placed on drawing from observation using still lifes, landscapes, and figure studies to gain a better understanding of the principles of design.

Foundations of Art**Grade Levels:** 9-12 (*1291*)**Term:** Semester**Credits:** 0.5

In this introductory course students explore a variety of ways to make art, including: photography, drawing, painting, ceramics, printmaking, and sculpture. Students will study the Elements of Art along with the Principles of Design as they create works of art based on the techniques listed above. During this course, students will complete art history investigations while also developing their basic skills associated with discussing and critiquing artwork.

* Students who are considering an art focus during high school should take the year-long Studio 1 course.

Graphic Design I**Grade Levels:** 9-12 (*1216*)**Term:** Semester**Credits:** 0.5**Prerequisite:** None

Learn to express yourself through the combination & composition of visual elements such as Typography, Shape, Color, and Images. We will be using Adobe Photoshop and Illustrator to create portfolios of work showcasing student achievement in the class including image manipulation, posters, books, album design,

& brief web animations. This course is great for artists & technology enthusiasts alike!

Graphic Design II

Grade Levels: 9-12 (12162)

Term: Semester

Credits: 0.5

Prerequisite: Graphic Design I (1216)

In the Level 2 Graphic Design course, students will build upon the essential skills they developed in Level 1. This course delves deeper into the world of graphic design, focusing on sophisticated design principles, enhanced digital imaging techniques, and industry-standard practices. Leveraging the advanced features of Adobe Creative Suite, students will undertake intricate projects in areas like intricate typography, digital illustration, UX/UI design, brand development, and dynamic motion graphics. The aim of this course is to polish students' technical abilities, amplify their creative vision, and equip them with the necessary tools to tackle the evolving challenges of contemporary graphic design.

Painting I

Grade Levels: 10-12 (1211A)

Term: Semester

Credits: 0.5

Prerequisite: Drawing I or Foundations of Art

This course will explore multiple painting techniques using a variety of water-based mediums. Color theory and design concepts will be incorporated through different styles and techniques, including but not limited to still life, landscape, and collage. Relevant artists/movements will be investigated as students enhance their abilities to discuss and critique works of art.

Painting II

Grade Levels: 10-12 (1211B)

Term: Semester

Credits: 0.5

Prerequisites: Painting 1

Students will dive deeper into color theory while developing a personal painting style. Students will further their understanding of the elements of art while developing a firm comprehension of how the principles of art are used within paintings. Students will create paintings from observation including but not limited to still lifes, landscapes, and figure studies. To truly develop an appreciation of paintings, students will study relative artists/movements and enhance their abilities to discuss various works of art.

Product Design: The Bridge between Art and STEM

Grade Levels: Recommended for 9th & 10th grade (5627)

Term: Semester

Credits: 0.5

Course name changed from "Design Thinking" after the 2021-22 school year.

In this course, students will create diverse projects that are both fun and informative. During the creative process, students will follow the Design Thinking Process, an engineering method of problem-solving. Students begin with ideas, work through sketches, prototypes, and testing to create projects that have real-world applications. They are also challenged to explore new ideas and pathways to work through their projects. While this course has its basis in engineering, it does not replace the IED course that is part of the Project Lead the Way program.

Sculpture I

Grade Levels: 9-12 (*1212A*)

Term: Semester

Credits: 0.5

Prerequisite: Foundations of Art, Teacher Recommendation or Ceramics I

This is an introductory 3D art course. Students will explore the elements of art and how they are used in the creation of 3D pieces while beginning to implement the principles of design. Students will work with materials, including paper, cardboard, and plaster. There will be an investigation of relevant artists/movements, allowing students to enhance their abilities to discuss and critique their sculptures.

Sculpture II

Grade Levels: 10-12 (*1212B*)

Term: Semester

Credits: 0.5

Prerequisite: Sculpture I

This course is designed for students who are interested in the practical experience of 3D art. Students will expand upon their knowledge of the elements of art while gaining a true understanding of how the principles of design are used within sculpture through a variety of materials. While students investigate relevant artists/movements, they will enhance their abilities to discuss and critique artwork.

Studio Art I, II, III

Studio Art classes are for students who would like more of a challenge in their art studies. These classes focus predominantly (but not exclusively) on 2D mediums.

Studio I

Grade Levels 9-12 (*1215A*)

Term: Year

Credits: 1

Prerequisite: Teacher Recommendation (freshman will need a recommendation from 8th grade teacher). Students will be introduced to a variety of mediums, which will include but are not limited to drawing, painting, and sculpture. The goal throughout this year-long course is to master their understanding of the elements of art and principles of design in the mediums introduced. Emphasis will be placed on learning to draw and paint from observation, while also exploring adding conceptual meaning to their art. Relevant artists/movements will be studied and students will develop their critical thinking skills by discussing and critiquing art.

Studio II

Grade Levels 9-12 (*1215B*)

Term: Year

Credits: 1

Prerequisite: Studio I or Teacher Recommendation

This class will introduce meaningful art and conceptual art. Students have built a solid foundation in Studio I and are now ready to build upon this to develop a voice in their artwork. Relevant artists/movements will be investigated and students will develop their ability to discuss and critique art.

Studio III/Portfolio Prep**Grade Levels** 9-12 (*1215C*)**Term:** Year**Credits:** 1**Prerequisite:** Studio II or Teacher Recommendation

This class is intended for the student who would like to prepare college art portfolios. Students will begin to develop a portfolio that expresses their own unique voice through observational drawings/paintings, including advanced still lifes, landscapes, and figures. A strong emphasis is placed on the principles of design and their uses within student artwork. Relevant artists/movements will be investigated as students enhance their abilities to discuss and critique their work, as well as their classmates' work.

Music Electives**Music Ensembles**

Students who participate in CCS music ensembles will have responsibilities outside of their scheduled class time. This includes mandatory participation in rehearsals and public performances. Some courses will also require individual lessons.

Concert Attendance Policy

For students electing to take Band, Choir, and/or Orchestra: If a student misses a concert without a pre-approved excuse communicated to the director at least 14 days prior to the performance, doctor's note, or family emergency, they will receive a zero. Any students who miss the concert because of a pre-approved reason or a medical/family emergency must complete an alternative research assignment to be determined by their individual ensemble director.

Choir**Grade Levels:** 9-12 (*1470C*)**Term:** Year**Credits:** 1

Students will perform various classic and modern choral literature throughout the year. They will learn proper vocal technique and skills in maintaining vocal health. There is also an emphasis on sight-reading and the development of aural skills. Members of the Choir are required to attend rehearsals and performances after school. Small group or individual rehearsals are also mandatory. Participation in all public performances is required. Students enrolled in this course will also be eligible to audition for our select Combined Choir ensemble. Students will receive CCR credit for this course.

Combined Choir**Grade Levels:** 9-12 (*1470H*)**Term:** Year**Credits:** 1**Prerequisite:** Audition

Combine Choir is a select ensemble with an audition requirement. This class will provide an advanced and musically enriching experience for students who have been studying music from K-12. Repertoire will include: SATB w/divisi, Madrigals, Masterworks, foreign language repertoire, sight-singing with intervals, 4-part sight singing, complex meters, etc. Grading will be based on performance, technique, preparation, participation, and completion of assignments. Small group or individual rehearsals are also mandatory. Participation in all public performances is required. Students will receive honors credit for this course.

String Orchestra**Grade Levels:** 9-12 (*1440*)**Term:** Year**Credits:** 1

String Orchestra is open to students with experience playing the violin, viola, cello, and/or bass, and who are interested in developing their individual and ensemble skills. Emphasis includes listening and playing as an ensemble, and developing more specific technical skills such as intonation, phrasing, rhythm, bow techniques, vibrato, shifting, higher positions, and tone production. Rehearsals and lessons are mandatory. Participation in all public performances is required.

Band**Grade Levels:** 9-12 (*1471C*)**Term:** Year**Credits:** 1

Students will perform various works of music throughout the year. Emphasis is on technique, skill development, and practice. Members of the Band are required to attend all rehearsals and participate in all public performances. Small group or individual lessons are also mandatory. Students enrolled in this course will also be eligible to audition for our select Combined Band. Students will receive CCR credit for this course.

Combined Band**Grade Levels:** 9-12 (*1471H*)**Term:** Year**Credits:** 1

Students will perform various works from traditional concert band and jazz band genres throughout the year. All students playing a Big Band-era jazz instrument are welcome to join the Combined Band. Students must also participate in Band with possible exceptions for guitarists and pianists only at the discretion of the Band Director. Emphasis is on technique, skill development, and practice. Members of the Combined Band are required to attend all rehearsals. Small group or individual lessons are also mandatory. Participation in all public performances is required. Students will receive Honors credit for this course.

Non-Performance Music Elective Classes**American Music History****Grade Level:** 9-12 (*1467*)**Term:** Semester**Credits:** 0.5

This course is designed to study the history of American music and the development of critical aural skills through contextual listening. The course is designed for students with little or no previous musical experience as students will begin by learning musical terms, definitions, etc. Music is then presented in a historical perspective with an emphasis on prominent composers and musical periods/styles starting with early Native American music, progressing to the rise of Jazz music, and concluding with current mainstream music trends. Ideas, customs and political climates in relation to each musical period are examined. Students study each period of music history by reading articles, listening to recordings, watching short films, and experiencing performances.

Music Theory and Composition I

Grade Levels: 10-12 (1451A)

Term: Semester

Credits: 0.5

This course is recommended for students with basic or intermediate music skills, and will provide a general understanding of music fundamentals including reading, clefs, scales, intervals, triads, chords, and elements of notation. Students will participate in a variety of activities to enhance learning, including writing short pieces of music, sight-reading, and analysis of melodies, intervals, and chords.

Music Theory and Composition II

Grade Levels: 10-12 (1451B)

Term: Semester

Prerequisite: Music Theory and Composition I

This course is recommended for students with intermediate or advanced music skills who plan on taking AP Music Theory. Students will examine music fundamentals including note reading/clef reading, scales, intervals, triads, chords modes, and elements of notation. Students will participate in a variety of activities to enhance learning including writing short pieces of music, sight-reading, and analysis of melodies, intervals, and chords.

AP Music Theory

Grade Levels: 10-12 (1450A)

Term: Full year

Credits: 1.0

Prerequisite: Music Theory II, or instructor approval; See AP Policy, page 13

This course is recommended for students with intermediate or advanced music skills, and will provide an understanding of the fundamentals of music, including reading, clefs, scales, modes, intervals, triads, chords, and elements of notation. Students will participate in a variety of activities to enhance learning in this course: writing short pieces of music, sight-reading/singing, and analysis of melodies, intervals, and chords.

Music Technology (also found in Engineering/Technology)

Grade Levels: 10-12 (4673)

Term: Semester

Credits: 0.5

Prerequisites: Survey of Technology

In Music Technology, students use computers to produce music and design sound, even without prior musical or programming experience. Learners completing all components of study will gain a broad understanding of what is involved in the creation of music and soundboard sample packs for distribution from composition to final release. Students will mix music, produce beats, and synthesize electronic sequences using a digital audio workstation (DAW). Students will learn audio, MIDI, control voltage, and gate signal flow, in addition to song-writing and composition with text-based programming. Students will create a distribution-ready song, soundtrack/soundscape, or sample pack aligned with their interests, with an option to publish.

Performance-Based Classes

Bucket Drumming 101

Grade Levels: 9-12 (*1420*)

Term: Semester

Credits: 0.5

Students will learn to play various rhythmic pieces of music at the beginner level with good musicianship. Students who have previous experience reading music may start at the intermediate or advanced level at the discretion of the instructor. Students will review basic music skills including steady beat, rhythm, and dynamics. They will experience introductory percussive techniques and sight-reading skills in this course.

Guitar I

Grade Levels: 9-12 (*1431A*)

Term: Semester

Credits: 0.5

This is an introductory course to familiarize students with the basic elements of guitar playing. It is designed for individuals with little or no experience playing the guitar. Students will learn how to recognize the parts of a guitar, tune the instrument, read music, play melodies, study basic chords, and identify proper hand positions. This course is largely performance-based. Students will be assessed on participation, practice, and performance.

Guitar II

Grade Levels: 9-12 (*1431B*)

Term: Semester

Credits: 0.5

Prerequisite: Guitar I or teacher recommendation

This course is a continuation of Guitar I. Topics include learning to read Tab Notation, complex chords, and continued melodic technique. Students will be assessed on participation, practice, and performance.

Piano I

Grade Levels: 9-12 (*1434A*)

Term: Semester

Credits: 0.5

This introductory course familiarizes students with the basic elements of piano playing. It is designed for individuals with little or no experience playing the piano. Students will learn to read music, identify proper finger techniques, study chords, and play melodies. This course is largely performance-based. Students will be assessed on participation, practice, and performance.

Piano II

Grade Levels: 9-12 (*1434B*)

Term: Semester

Credits: 0.5

Prerequisite: Piano I

This course builds upon the knowledge and skills acquired in Piano I. Students will continue to learn to read music, refine proper finger techniques, study chords, and play melodies. This course is largely performance-based. Students will be assessed on participation, practice, and performance.

Piano III

Grade Levels: 10-12 (1434C)

Term: Semester

Credits: 0.5

Prerequisite: Piano II

This course builds upon the knowledge and skills acquired in Piano II. Students will continue to learn to read music, refine proper finger techniques, study chords, and play melodies. This course is largely performance-based. Students will be assessed on participation, practice, and performance.

Theatre Studies I

Grade Level: 9-12 (1465A)

Term: Semester

Credit: .5

Theatre Studies I introduces and explores theatre as a vital, exciting live performing art. Students will have the opportunity to study and participate in improvisation, acting, scene design, stagecraft, lighting, costuming, and makeup. We will also examine the history, development, and the elements of the theatre. Theatre Studies I will prepare students with the artistic and intellectual foundation necessary to continue Theatre Studies, and will be a prerequisite for additional theatre courses.

Theatre Studies II

Grade Level: 9-12 (1465B)

Term: Semester

Credit: .5

Prerequisite: Theater Studies I

This course builds upon the skills learned in Theatre Studies I. Students will have the opportunity to expand their knowledge of theatre on stage and behind the scenes. This course will focus on the practical application of theatre skills, such as improvisation, acting, scene design, blocking, and choreographing. Students will be working together to create projects and performances just as they would in a live theatre production.

Health & Physical Education Courses

Body Systems

Grade Level: 9-12 (2647)

Term: Semester

Credits: 0.5

Called Anatomy & Physiology prior to the 2022-23 school year

The course will focus on the various body systems and how they function as well as the health complications associated with each system. This course should be a consideration for any student who is interested in health science careers and enjoys helping people who are in need. First aid responders should have at least a passing understanding of the structures (anatomy) and functions (physiology) of the human body. This knowledge can assist you with patient assessment, patient care, and emergency communication and reporting. Students taking this course will also be certified in CPR.

Health 09

Grade Level: 9 (2309)

Term: Semester

Credits: 0.5

The 9th Grade Health curriculum emphasizes healthy lifestyle choices that promote a comprehensive understanding of the functions of the body. Students will explore the six components of health which will

equip students with knowledge and skills to make educated decisions that will impact their future health. Various body systems, healthy relationships, stress management, nutrition, and substance abuse, will also be included in the topics covered during the semester.

Health 11

Grade Level: 11 (2311)

Term: Semester

Credits: 0.5

The 11th Grade Health curriculum focuses on the need to develop life skills to prepare students for their futures as young adults. This course will build on concepts learned in 9th grade health and encourage students to connect these concepts to their current lifestyle. Students will reflect on their personal physical activity, mental health, and stress management in order to deepen their understanding of making healthy choices. Students will also discuss relationships, family planning, and utilize the Ready-or-Not-Tot® simulation to practice potential responsibilities that may arise in the future.

Personal Fitness

Grade Level: 9-12 (2643)

Term: Semester

Credits: 0.5

Strength training allows students to develop and apply learned knowledge of personal fitness components to individual fitness programs. Personal Fitness will focus on continuously improving muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, and body composition. Students will be graded on daily effort, assignments, and projects.

Physical Education 10

Grade Level: 10 (2210)

Term: Semester

Credits: 0.5

In this course, we will explore a variety of team sports and fitness activities. Some specific activities will be as follows: volleyball, badminton, soccer, fitness, basketball, leisure sports, pickleball, floor hockey, ultimate frisbee/flag football, and wiffle ball. Students will have the opportunity to earn 10 points in each PE class period for participation and sportsmanship. Students will also participate in cooperative games and problem-solving tasks to encourage quick thinking and teamwork. Materials needed: CCS PE uniform shirt/sweatshirt, CCS uniform shorts/sweatpants, and tied sneakers.

Physical Education 12

Grade Level: 12 (2212)

Term: Semester

Credits: 0.5

The focus of 12th Grade Physical Education is to introduce students to activities that will keep them active and healthy. With this focus in mind, students will participate in daily exercise coupled with team sports such as flag football, volleyball, floor hockey, tchoukball, basketball, pickleball, wiffle ball, and more. Students will also participate in cooperative games and problem-solving tasks to encourage quick thinking and teamwork. Students will have the opportunity to earn 10 points in each PE class period for participation and sportsmanship. Materials needed: CCS PE uniform shirt/sweatshirt, CCS uniform shorts/sweatpants, and tied sneakers.

Family and Consumer Sciences

Practical Living

Grade Level: 11, 12 (1301)

Term: Semester

Credits: 0.5

Practical Living provides an opportunity for acquiring basic life skills required after graduating high school. Emphasis is on providing students with the knowledge and skills needed to make decisions as they leave high school and assume independent living responsibilities. They gain experience hand sewing and cooking as well as choosing a career, developing job interview skills, setting up a budget, finding a place to live, and improving consumer skills. Through Practical Living, students will have the opportunity to earn the ServSafe Food Handler and Manager certification.

Food & Nutrition 1

Grade Level: 9-12 (1302)

Term: Semester

Credits: 0.5

An introduction to foods and nutrition, this one semester course for freshmen, sophomores, juniors, and seniors is geared toward those interested in learning or improving basic survival skills in the kitchen. This includes planning, preparing, and serving a wide variety of foods. Important nutritional information is included in each unit. Students may choose to take foods for one semester or for one full year by selecting Foods 1 and Foods 2.

Student Support Systems

MTSS Program Description

Collegium Charter School is committed to our mission of educating students to their fullest potential. As part of this mission, Collegium implements a Multi-Tiered System of Supports (MTSS) for grades 9-12. MTSS is an approach to provide a tiered level of support based on student needs. MTSS is a two tiered-system at the secondary level with time, data, and intensity increasing at each tier. Below is a summary of the two tiers:

- Tier 1: High-quality instruction, core curriculum, and best practices are provided to all students in general education classrooms.
- Tier 2: Additional support and intensive interventions are provided to meet the individual needs of struggling learners and bi-weekly progress monitoring is utilized.

Reading Intervention - Tier 2 MTSS Support

Grade Level: 9, 10, 11, and 12 (4100, 4100HC)

Term: Year/ Semester

Credits: 1/ 0.5

Prerequisite: Teacher recommendation

In this course students work on building skills in their reading content knowledge. Data is gathered from universal screeners and diagnostic assessments which is used to determine gap skills. Gap skills are content outside of the grade level curriculum. Additional support and intensive interventions are provided to meet the individual needs of struggling learners and bi-weekly progress monitoring is utilized.

Math Intervention - Tier 2 MTSS Support

Grade Level: 9, 10, 11, and 12 (3100, 3100HC)

Term: Year/ Semester

Credits: 1/ 0.5

Prerequisite: Teacher recommendation

In this course students work on building skills in their math content knowledge. Data is gathered from universal screeners and diagnostic assessments which is used to determine gap skills. Gap skills are content outside of the grade level curriculum. Additional support and intensive interventions are provided to meet the individual needs of struggling learners and bi-weekly progress monitoring is utilized.

Support for Students with IEPs

Functional Living Skills

Grade Level: 9, 10, 11, and 12 (9231, 9231HC)

Term: Year/ Semester

Credits: 1/ 0.5

Prerequisite: Teacher recommendation

This course is designed for students in our Life Skills and/or Autism Support Programs. This Course will focus on lessons targeted to activities of daily living based on adaptive skills assessments completed with the students. These may include cooking/food preparation, personal care, social communication and interaction, money management and shopping, and leisure activities. Students recommended for this

course require direct instruction in research-based alternative curricula in English, Math, and Functional Skills/Practical Living. Instruction in this program will support other courses aligned with PASA Essential Elements for Grade 9-12 (English & Math). Students who do not require direct instruction aligned with PASA Essential Elements may access this course based on adaptive skills assessments indicating a specific need and recommendation from their IEP team. This course will utilize our Life Skills Apartment on campus for instruction, as well as participate in Community Based Instruction via trips and activities. Students may take 1 - 4 credits of this course, as determined by their IEP team.

Transition Support Lab

Term: Full year, daily 9223 // Full year, 3x per cycle 9223HC

Credits: 1 // 0.5

Prerequisite: Teacher recommendation

The Transition Support Lab (TSL) course is designed to provide an overview of key aspects, knowledge, and skills needed for students to transition to postsecondary life. Through a series of interest surveys, functional skills assessments, and academic assessments, students will identify their educational goals, personal strengths and areas for development, become familiar with college and career resources and services, become community and civically minded, explore strategies for academic success such as time and financial management, and develop skills in the areas of social interactions, executive function, and self-advocacy.

TSL course activities will focus on supporting post-secondary education, employment, and independent living. The activities listed for each grade level below will be individualized for students as needed.

Support for English Language Learners

ESL Content-Based Instruction 9-12

Grade Levels: 9-12 (4209, 4210, 4211, 4212)

Term: As determined

Credits: As determined by time in class

The ESL Content-Based Instruction course is designed to equip students with language skills necessary to comparably access the curriculum in relation to their peers. This class incorporates supplemental readings and resources to enrich vocabulary and concepts in the core academic subjects.

**Guided study - HC, HS

Support for Keystone Proficiency

Algebra Remediation

Grade Level: 9, 10, 11, and 12 (3278K)

Term: Semester

Credits: 0.5

In this course students who did not demonstrate proficiency after taking the Algebra Keystone exam, will work on building skills in the specified content area. Data is gathered from benchmark assessments and diagnostic assessments to determine which eligible content needs to be reinforced. Students may work on self-guided curriculum or be provided direct support for growth in these skills.

Biology Remediation**Grade Level:** 9, 10, 11, and 12 (5253K)**Term:** Semester**Credits:** 0.5

In this course students who did not demonstrate proficiency after taking the Biology Keystone exam, will work on building skills in the specified content area. Data is gathered from benchmark assessments and diagnostic assessments to determine which eligible content needs to be reinforced. Students may work on self-guided curriculum or be provided direct support for growth in these skills.

Appendix



Course Withdrawal Form

I give permission for my child to withdraw from the course listed below. I understand that the grade achieved for this course will either be *Withdraw Passing (WP)* or *Withdraw Failing (WF)*, and this grade will be listed on my child's official CCS transcript.

The grade will be determined and finalized when this form is signed and returned.

STUDENT NAME

COURSE NAME

PARENT NAME

PARENT SIGNATURE

DATE

CCS Main office: Please return to CHS Counseling 515

SENIOR LATE ARRIVAL/ EARLY RELEASE Information Sheet

Late Arrival/ Early Release (**LA/ER**) is a PRIVILEGE available to students who meet the criteria established by Collegium Charter School. Late Arrival/Early Release is a non-credit course that is offered during first and fourth block study halls only. Seniors requesting **LA/ER** will need parental permission and must complete a Consent form (below). Once the consent form is submitted, the Counselor will conduct a thorough transcript analysis and an administrator will determine eligibility. Students and parents will be notified of eligibility in writing by an administrator.

The Purpose of Late Arrival/Early Release

Is to provide seniors time to engage in activities or school work that will increase their HS experience, like:

- Work Experience
- Job Shadowing
- Dual Enrollment
- Participation in District Extracurriculars

The criteria for Senior Early Release is as follows:

- Seniors must be on track with credit requirements for graduation (so that this non-credit course does not put them behind - suggested 22.5 out of 28.5 credits earned).
- Seniors must have completed at least 10 hours of volunteer service per year of HS enrollment prior to Senior year (unless exempted).
- Seniors must have earned Keystone Proficiency or met alternate pathway requirements.
- Seniors must have reliable transportation or a means of leaving campus IMMEDIATELY at the beginning of the block assigned for Senior Release.
- Seniors must complete the application and provide signature (student and parent signature) at submission.
- Have no excessive tardiness and maintain a 95% attendance rate

****Final Determination of Eligibility Remains with Building Principal, as other relevant factors may need to be considered on a case-by-case basis.**

Seniors must understand the following Expectations:

- Arrive no sooner than 10 minutes prior to their first class.
- Leave directly after senior release. May not loiter in any area inside the school or on school property including any other school properties. If returning from a school-sponsored activity, students on late arrival/early release may return after 3:00. Sitting in cars is prohibited.
- Responsible for their own transportation. Make arrangements ahead of time for pick-up. If driving, you must have vehicles registered with the office.
- Late arrival/early release must be signed by the student and the parent. No exceptions for 18 year olds.
- In the event of any disciplinary issues, Senior Early Release privileges will be lost and seniors will be placed in an elective course, NO EXCEPTIONS!

- Senior Early Release is open to all Seniors who qualify; however, it is a non-credit course which may affect the status of seniors who are vying for Salutatorian/Valedictorian.

Parent Liability

- Once the student leaves campus for Senior Release, the parent assumes liability for the student. The student is no longer the liability of the school.

CONSENT FORM

We have read the regulations criteria for late arrival/early release, and understand them. I am requesting that my student have their schedule amended to facilitate either late arrival or early release. We understand that we assume sole responsibility for the health and safety of the student during released time. By signing below, I indicate that I understand that Late Arrival / Early Release is a privilege and I will abide by all school rules should I be granted this privilege.

Check which apply:

I am requesting

_____ LATE ARRIVAL on _____ ACE days OR _____ BDF days

_____ EARLY RELEASE on _____ ACE days OR _____ BDF days

PRINT STUDENT’S NAME:

Student Signature

Parent Signature

Return to your Guidance Counselor

.....

Office Use Only:

_____ Meets Criteria

_____ Does Not meet Criteria

_____ Start Date

_____ Grade Level AP Signature

_____ Scanned to Attendance

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