



COASTAL LEADERSHIP — ACADEMY —

2018-19

Course Catalogue

Coastal Leadership Academy's mission is to engage students in Authentic Project Based Learning that will improve academic achievement, critical and creative thinking, and awareness of their leadership roles in our community and environment.

Introduction/Overview

“Education is a leading out of what is already there in the soul.” --Muriel Spark

For more than 80 years there have been educational studies providing compelling evidence and support for newer approaches to education. Increasingly, researchers are finding that people learn in a way that is inconsistent with traditional methodology. Instead, students engaging in hands-on, inquiry-based and contextualized experiential learning situations are routinely attaining higher levels of achievement than those confined to roles of passive recipients in conventional learning environments. Research also suggests that the more responsibility given to students to fully and actively involve themselves in their education results in more positive social values, mature behavior, and leadership potential. The approach embraced by Coastal Leadership Academy aims to be in line with this consistent and growing research.

Coastal Leadership Academy centers first and foremost on our students being responsible and active participants in their educational development. Our approach is one that both recognizes and respects that no two people think, process and learn the same way. As such, we allow for the spirit of individuality to grow and prosper within each of our students and celebrate who they are and what they bring to the school community. We encourage students to follow their interests and passions, and we hope to inspire young people to listen to their hearts and pursue their dreams. Our goal is to help young people discover what they love to do and honor and facilitate those activities.

The structure of our school offers the opportunity to explore a wide variety of subjects and interests. For the student who has developed particular interests, the approach to learning at Coastal Leadership Academy allows those to be pursued intensely and deeply. For those who have not yet developed any specific interests, we encourage students to sample a wide range of learning activities without fear of adverse judgement or grading.

While aligned with the typical sequence and distribution of traditional high school courses, CLA is committed to a deeper purpose-driven approach to our project-based learning framework. We aim to help lead our students along a pathway towards graduating as **confident and competent, courageous and compassionate, respectful and responsible, innovative and impactful:**

- Thinkers (reflective, creative and critical)
- Communicators
- Problem-Solvers/Solutionists
- Collaborators/Designers
- Risk-Takers and Challengers
- Sustainers

Our Educational Ideals

“No study, pursued under compulsion, remains rooted in the memory.” --Plato

It is our belief that young people want to learn and are willing to direct abundant energy towards complex and demanding work when they feel it is valuable and meaningful. If real learning is to take place, genuine effort on the student's part is key. Students must want what is being offered and need to be receptive to the teacher's efforts to guide them. The school is built on the notion that students work harder and with more purpose when they understand how their learning connects with their lives and personal concerns.

Therefore, Coastal Leadership Academy is built on the following educational ideals:

- Learning is an activity of life, not merely a preparation for life.
- Education thrives in a cooperative environment where the interchange of ideas and the willingness to take chances and try new things is encouraged.
- True education demands a personal relationship between teacher and student--a relationship of mutual respect and trust.
- Education that engages the student fully, that encourages firsthand experience, is the most effective vehicle for real understanding.
- An approach to learning that emphasizes *how to think* rather than *what to think* is at the heart of supporting young people to become true and deep learners.
- Self-discipline and intrinsic motivation challenge individuals from within. Working for material incentives (e.g. grades) tends to stifle rather than liberate the desire to become fully engaged in an area of study or work.

Educational Objectives

- To be a school that empowers young people to be responsible for their learning and grow confident as individuals who can take action.
- To be a school that teaches and allows young people to think critically, to use knowledge creatively, and to be able to adapt freely to change, and make intelligent choices.
- To be a school that promotes and maintains in young people the desire to learn in an atmosphere that is challenging, yet accepting and cooperative--and where working independently, as well as collaboratively are valued.
- To have a school that exemplifies integrity, moral and ethical values, and enhances the development of character.
- To be a school where all people feel important as individuals and valued members of our learning community.

Our Learning Framework

"There can be no freedom without responsibility" --Benjamin Franklin

What follows is an overview of our curriculum framework and requirements, preceded by the habits and characteristics we believe must be present and alive within each member of the Coastal Leadership Academy ecosystem, along with a list of courses and learning opportunities available for our students. Developing the following "habits of mind," "habits of behavior," and "qualities of character" will be critical in successfully completing our school program. Though these habits and qualities of character will not often be formally assessed or evaluated, they are critical to develop and will be important throughout each student's school experience.

HABITS OF MIND

- Asking "Why...? And is what I am learning/doing important and relevant (to me/my life)?"
- "How do I/we know what I/we know?" (and seeing through multiple viewpoints and making connections)
- Imagining alternatives by asking "What if?"

HABITS OF BEHAVIOR

- Honoring commitments--be on time, and get tasks completed when due.
- Sharing responsibility for collaborative work.
- Assuming responsibility for documenting work in an organized manner.

At CLA, a person of CHARACTER is one who embodies T.R.U.T.H.:

- **Trustworthy:** demonstrates honesty, integrity, and reliability.
- **Respectful:** listens to others, acknowledges others' merits and rights, avoids/prevents mistreatment and abuse, or taking advantage of people's mistakes and vulnerabilities.
- **Understanding:** exhibits patience, kindness, care and empathy for others.
- **Thankful:** models generosity and appreciation for the diversity of experience, thought and contributions for/of others within the learning community.
- **Honorable:** takes a principled stand against injustice and being an advocate for what is right.

EXPECTATIONS OF PERSONAL & COMMUNITY CONDUCT

At CLA, we have come together to try to further each other's knowledge, wisdom and abilities. To do that, we all need to feel safe, valued and respected. To that end, we offer the following three guidelines for behavior among members of our learning community (both while in the actual school facility and beyond):

1. Respect and care about yourself.
2. Respect and care about the community and its members.
3. Respect and care for the purpose of CLA--that we are first and foremost a place of learning.

All other specific guidelines for behavior stem from these simple statements.

Exhibitions of Learning

Our students will regularly share presentations and projects of their work with diverse audiences-- classmates, instructors and parents, but also often to qualified professionals from the community. In addition, students are expected to engage in research and submit properly referenced reports, as well as stay current with assigned readings and materials for course meetings with teachers and fellow students. Through the students' participation in class discussions, online forums, individual responses to assignments, as well as cooperative activities and projects, their teachers will be assessing each student's real grasp of both the tangible skills and knowledge and the deeper understandings of the course objectives. These will form the basis used when evaluating to what degree course expectations were met by a student when determining an overall grade.

State of South Carolina Grading Scale

Grading Scale:

Most of courses will include following grade weightings and grading scale.

- Projects 70%
- Assignments 10%
- Class engagement/participation 10%
- Reflection/Revision 10%

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

In order to receive a state high school diploma, the student must have attended the high school issuing the diploma for at least the semester immediately preceding graduation except in the case of a bona fide change of a residence to a location where the sending school will not grant the diploma. Based on State Law, requirements to receive a South Carolina High School Diploma (graduation requirements) for students in grades 9-12 are prescribed as follows:

English Language Arts	4 Units
Mathematics	4 Units
Science*	3 Units
United States History and Constitution	1 Unit
Economics	½ Unit
United States Government	½ Unit
Other Social Studies Elective	1 Unit
Physical Education	1 Unit
Computer Science**	1 Unit
Foreign Language***	1 Unit
or	or
Career and Technology Education	1 Unit
<u>TOTAL CORE UNITS</u>	<u>17 Units</u>
Electives	7 Units
Must Include Comprehensive Health****	
<u>TOTAL UNITS</u>	<u>24 Units</u>

*All students must take Biology and the Biology End-of-Course Examination in order to meet graduation requirements set by the State Board of Education

**All students must earn one unit of credit in computer science. A unit of credit applied toward the computer science requirement may not be used to meet the mathematics requirements.

***The student in a College and Career Readiness Program must earn a unit in a foreign language. Many colleges and the South Carolina Department of Education recommend that college bound students earn 2-3 units in the SAME foreign language. If a student does not plan to enter college, then one unit in Career and Technology Education beyond the computer science unit must be earned.

****A unit of study which meets the Comprehensive Health Requirements must include a course completed by the student prior to graduation such as Personal Health, Community Health, or another approved health course.

Daily Block Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Connections 8:00a - 8:05a				Morning Connections 8:00a - 8:05a
1st Block 8:10a - 9:40a				1st Block 8:10a - 8:55a
2nd Block 9:45a - 11:15a				2nd Block 9:00a - 9:45a
3rd Block Leadership Crew/Lunch: 11:20a - 11:40a ↷ 11:45a - 12:05p				3rd Block: ASM: 9:50a - 10:20a
4th Block 12:10p - 1:40p				4th Block 10:25p - 11:10p
5th Block 1:45p - 3:15p				5th Block 11:15p - 12:00p
Academic Assistance, Clubs/Activities 3:30p-5:00p				Prof. Dev. Workshop <i>Noon release for students</i>

2018-19 COASTAL LEADERSHIP ACADEMY SCHEDULE

First Semester

ROOM	LB-1	LB-2	LLS	LB-3	LB-4
GALILEO (101)	H-Environ. Science (AS)		L	H-Biology (AS)	H-Anat. & Phys. (AS)
HEISENBERG (102)		FF: Inq. & Tools (JLe)	E	H-App. Physics/Trig. (JLe)	
CLARK (103)	U.S. History--Pt. I (AJ)	Govt./Econ. (AJ)	A	AP Psych. (SV)	H-HerStory (AJ)
QUIXOTE (104)	Spanish I (SS)	H-Spanish III (SS)	D	History of China (XL)	H-Spanish II (SS)
GORDON-REED (105)	AP Human Geo. (SV)	Street Law (SV)	E	FF: This Same Sky (JLa)	English III (JLa) The Write Way
DOUGLASS (107)	English IV (AT) The Idiv. & Society	FF: This Same Sky (AT)	R	H-Am. Studies (CS)	English II (CS) Discovering the Bildungsroman
KELLER (108)	Learning Res. Lab (AH/DM)	Learning Res. Lab (AH/DM)	S	Learning Res. Lab (AH/DM)	Learning Res. Lab (AH/DM)
NOETHER (109)	Reason & Rhetoric (CS)	H-Pre-Calculus (KM)	H	H-Algebra III (KM)	By the Numbers (KM) Practical Math & Finance
MOORE (110)	Elements & Principles of Art (EM)	Phil. of Ed. (EM)	I		AP Comp. & Writing (AT)
EULER (111)	H-Geometry (NS)	H-Algebra II (NS)	P	FF: Inq. & Tools (NS)	PLTW: Intro. to Engineering (JL)
CONFUCIUS (201)	Mandarin II (WD)	Chinese Art/Design (WD/XL)		Mandarin III (WD)	Mandarin I (XL)
DaVINCI (203)	River of Music (ATh)	Drama (JLa)		Visual Arts I (EM)	Ready-4-Fitness Boot Camp/Dance (DEH)

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2018-19 COASTAL LEADERSHIP ACADEMY SCHEDULE

Second Semester

ROOM	LB-1	LB-2	LLS	LB-3	LB-4
GALILEO (101)	Human Dev. (AS)	Teacher Cadet (EM)	L	Biology (AS)	Marine Science (AS)
HEISENBERG (102)	Chemistry (TBD)	Forensics (JLe)	E	App. Physics/Trig. (JLe)	H-Physics (JLe)
CLARK (103)	U.S. History--Pt. II (AJ)	Digging Roots (AJ) History of Ourselves	A	AP Psych. (SV)	Govt./Econ. (AJ)
QUIXOTE (104)	History of China (XL)	H-Spanish I (SS)	D	H-Spanish II (SS)	H-Spanish III (SS)
GORDON-REED (105)	AP Human Geo. (SV)	H-English III (JLa) The Write Way	E	English I (JLa)	Media Studies/ Current Events (SV)
DOUGLASS (107)	H-English IV (AT) Writing as Craft	H-English I (AT) Beginning the Story	R	H-Am. Studies (CS)	H-English II (CS) Disc. the Bildungsroman
KELLER (108)	Learning Res. Lab (AH/DM)	Learning Res. Lab (AH/DM)	S	Learning Res. Lab (AH/DM)	Learning Res. Lab (AH/DM)
NOETHER (109)	Communications & Marketing (CS)	H-Calculus (KM)	H	Probability . & Statistics. (KM)	Foundations Algebra (KM)
MOORE (110)	Elements & Principles of Art (EM)		I		AP Comp. & Writing (AT)
EULER (111)	H- Geometry (NS)		P	H-Algebra II (NS)	H-Algebra I (NS)
CONFUCIUS (201)	Mandarin III (WD)	Chinese Art/Design (WD/XL)		H-Mandarin II (WD)	Mandarin I (XL)
DaVINCI (203)	Music (TBD)	PE/Dance (TBD)		Visual Arts II (EM)	Drama (JLa)

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COURSE DESCRIPTIONS

“All human knowledge takes the form of interpretation.” --Ralph Waldo Emerson

PLEASE NOTE AVAILABILITY OF CLASSES

Decisions on whether courses can be offered are dependent on student enrollment and teacher staffing. Coastal Leadership Academy reserves the right to cancel or eliminate courses for any given semester. If the administration decides to cancel a course due to low student enrollment or lack of teachers, the student's alternate course choices will be used. If none of the alternate courses is available, the student will be consulted to make a new selection. If the student cannot be reached, his/her administrator or counselor will make the choice.

Arts

1st SEMESTER

Chinese Art and Design (1 credit)

Teachers: *Wenwen Dou and Xiaohong Lin*

Prerequisite: Interested in Chinese Culture

There are a lot of topics waiting to be explored and experienced such as Chinese New Year, Lantern Festival, Dragon Boat Festival, Chinese traditional decoration, Calligraphy and so on. Every project will allow us to explore the culture of China through an artist's perspective and finding resources to make beautiful artifacts of our learning. Students will be creative artists through paper cutting, making Chinese traditional clothes and toys etc. While the course will be hands-on and fun, the aim of the course is to help students get know the Chinese lifestyle and some traditional customs.

Drama/Theatre Arts - Lights, Camera, Action (1 Credit)

Teacher: *Joshua Lawson*

Prerequisite: None

This course is designed to be an introduction to classic and contemporary practices in theatre arts. Students can expect a wide range of knowledge, skills, and practice that will challenge their abilities as actors and producers of the theatre. This is an academic course and will require study outside the classroom. Basic understanding of stagecraft, acting practices, rehearsal techniques, and character development will be the focus of the year. Students will also gain a basic understanding of the technical side of theatrical work (lights and sound). Students of all skill levels are welcome and encouraged to attend and do their absolute best.

River of Music (1 Credit)

Teacher: *Angel Thompson*

Prerequisite: None

Music is full of passion and emotion. What you can expect from this class is extreme excitement. We will explore all styles of music, understand how they influence life today. You will have the opportunity to share your love of music through projects as well as hands on motion through chimes, guitar, vocals. And, if you play any type of instrument, bring it to class. This class will not be a boxed in class, but one that expands as you share your gifts, talents and desires to express life and emotion through music. Please know that you do not have to have a understanding of music or know how to play an instrument to be in the class. By the time you finish with the course, you will have an understanding and ability with you to expand your life upon.

Visual Arts I: daVinci meets Picasso and Banks (1 credit)

Teacher: *Emily Miller*

Prerequisite: None

This course is designed to allow students to explore the world of visual arts, past and present, and to grow their skills in their creations. Through the exploration of various media we will explore our and others' inner lives, express our hopes and aspirations, and use our newfound skills to better present our ideas in the projects we produce in other areas of our life. We will, as Pablo Picasso said "learn the rules like a pro so you can break them like an artist." Choice and exploration will be the keystones of our study.

2nd SEMESTER

Chinese Art and Design (1 credit)

Teacher: *Wenwen Dou and Xiaohong Lin*

Prerequisite: Interested in Chinese Culture

There are a lot of topics waiting to be explored and experienced such as Chinese New Year, Lantern Festival, Dragon Boat Festival, Chinese traditional decoration, Calligraphy and so on. Every project will allow us to explore the culture of China through an artist's perspective and finding resources to make beautiful artifacts of our learning. Students will be creative artists through paper cutting, making Chinese traditional clothes and toys etc. While the course will be hands-on and fun, the aim of the course is to help students get know the Chinese lifestyle and some traditional customs.

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Visual Arts II: In the Third Dimension (1 credit)

Teacher: *Emily Miller*

Prerequisite: Visual Arts I, or permission of instructor

This course will take the skills and talents we explored in Visual Arts I and plump them from 2D to 3D. We will use a wide variety of materials-- including but not limited to clay, wire, found objects, fabrics, and papier mache' to anything else that comes to hand. We will explore traditional skills and experiment with new ways to express ourselves and solve problems.

CATE (Career and Technology Education)

1st SEMESTER

Entrepreneurship – Converting Dreams into Reality

Teacher: *Stan Shumway*

Prerequisite: None

"A lot of people have an idea but few people have a plan." Ray Kroc, founder of McDonald's

This course is designed to not only inspire students to dream, but to also learn the basic steps necessary to to convert dreams into reality. In this course students will learn the basics of entrepreneurship and the preparation of a business plan. Students will research and prepare a marketing plan on their own idea and present it to the class as if they were in front of angel investors (think - Shark Tank). Other students will ask questions and evaluate the idea. Whether someone

wants to launch a new product/service, a not-for-profit organization, or almost any other type of organized effort to do something, the basic principles in a business plan on how to make it happen are fairly universal. Although a serious study of financial statements are beyond the scope of this course, students will gain a basic understanding of their use and value as well.

Leadership Seminar (Meets Daily During Leadership Lunch Block--ALL Students Enrolled)

Teacher: *Leadership Coaches*

Prerequisite: None

Our Leadership Seminar is focused on developing inner-personal awareness and self-advocacy skills, enhancing interpersonal communications and creative collaborative team-building. Through daily activities, guest speakers, interactive impact-based service projects, and more those participating will glean and garner the type of leadership skills that will serve that well following their time within our little learning community.

PLTW Introduction to Engineering and Design:

A New Flavor Every Week (1 credit)

Teacher: Justin Leighty

Prerequisite: Algebra I

Are we going to cover math concepts? Yeah, we are! Are we going to do some science? Affirmative! Are we going to build stuff? You betcha! Are we going to use technology for modeling and designs? Does a bear live in the woods? In this class, we will cover a variety of concepts ranging from probability and statistics to perspective drawing. There is a little bit of everything for everyone to enjoy, all with the intent of introducing the career of engineering.

2nd SEMESTER

Communications and Marketing (1 credit)

Teacher: *Catherine Schaefer*

Prerequisite: Successful completion of English I

Did you ever wonder why fast food restaurants mainly incorporate the colors red and yellow in their signage? If you want to find out why and learn more ways that companies market to the public then sign up for this class! You will explore how to communicate effectively in a semi-public forum and learn different strategies to launch products onto the market. You will be provided with a fundamental introduction to the communication process, basic information regarding various fields of communication, given the opportunity to explore different public speaking situations (with the added bonus of doing this in a small, intimate setting), learn about communication theories, principles and their applications and receive a greater insight into communication patterns of everyday life. While enrolled with this course you will learn to research topics and deliver your research to the class. You will also complete the semester by submitting a project where you are able to create your own product and you will have to market it to your classmates.

Leadership Seminar (Meets Daily During Leadership Lunch Block--ALL Students Enrolled)

Teacher: *Leadership Coaches*

Prerequisite: None

Our Leadership Seminar is focused on developing inner-personal awareness and self-advocacy skills, enhancing interpersonal communications and creative collaborative team-building. Through daily activities, guest speakers, interactive impact-based service projects, and more those participating will glean and garner the type of leadership skills that will serve that well following their time within our little learning community.

Teacher Cadet (1 Credit & upon successful completion-- 3 college credit hours through CCU)

Teacher: *Emily Miller*

Prerequisite: *Must possess a 3.0 GPA (or permission of the instructor)*

This class is taught at the college level for students with a 3.0 GPA or higher. In Teacher Cadet, we will learn the ins and outs of being an educator, the many intricacies of managing a classroom of many personalities, of reaching students with various learning styles, interests and abilities. Cadets will learn to write lesson plans, present them, assess student learning achievement, and spend several weeks getting real classroom in the grade level of their choosing. So much fun!

Community Studies: Internships/Service

1st SEMESTER/2nd SEMESTER

Internship (1 credit)

Coordinator: *Katherine Ingersoll*

Prerequisite: Must be responsible/capable of getting to and from the internship.

Internships are available to students who would like to have a real world experience in the job and/or career they would like to pursue after they graduate high school. The purpose of the internship opportunity is to provide a hands on learning experience with real world jobs that will connect the student with their possible future.

Besides getting a foot in the door with a potential employer and looking good on a résumé, internships have other advantages:

- The opportunity to "test drive" a career (Would I be happier in marketing or advertising? Am I more comfortable working with patients or in a lab?)
- Chances to network
- Establishing relationships with mentors
- An introduction to the field's culture and etiquette (Are clients addressed by their first name? Are jeans appropriate for Casual Friday?)
- Accumulating new skills
- Gaining a "real world" perspective on an occupation (How much overtime do employees really work? How much time is spent behind a desk versus in the field?)

English Language & Literature

1st SEMESTER

American Spirit: An Interdisciplinary Look at Literature and History (2 credit)

NOTE: This is a Full-Year Honors Course

Teacher: *Catherine Schaefer*

Prerequisite: 3.0 GPA or by permission of instructor.

Welcome lovers of history and literature! When you sign up for this class, be prepared to learn about literary works written by American authors while also getting history lessons giving background into why our beloved writers wrote what they did. From Native American oral tradition to politically charged pieces to modern day literature, you will explore the beauty that spreads our country from the East Coast to the West Coast. We will travel through American history while reading stories written by the likes of Arthur Miller, Mark Twain and J.D. Salinger and explore some of the most conflicted main characters in literary history such as Huckleberry Finn, John Proctor and Holden Caulfield. As Mark Twain said, "Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime."

English II: Discovering the Bildungsroman (1 credit)

Teacher: *Catherine Schaefer*

Prerequisite: Successful completion of English I

"What is a bildungsroman?" you may ask. It's a piece of literature that shows the maturing of a character from the beginning to the end of the story. The unique thing about this type of literature is that it is so easy to make connections between our main characters and what you are currently going through as sophomores. You are no longer the newbies of the school and have a new air of confidence, however you're not quite the upperclassmen yet. Therefore, you are coming into your own and beginning to learn who you want to be in this world and more importantly, why you want to be that person. We will delve into literary works by classic authors such as Harper Lee and J.D. Salinger to modern writers like S.E. Hinton and Raina Telgemeier and explore characters who are faced with obstacles, learn how to deal

with them and in the process, find themselves coming into their own. By the end of the semester you will find your way through your own bildungsroman and be on your way to making your own mark on our ever-changing world.

English III: Doing Things the Write Way (1 Credit)

Teacher: *Joshua Lawson*

Prerequisite: English I and II, or permission of instructor

English III is a semester-long course that will enable students to become skilled readers of a wide range of literature, including prose, poetry, and short stories. Students are expected to read and respond to a variety of literature, independently, in group discussion, and in writing. Students will learn the proper way to conduct and produce quality research. All facets of language arts - listening, speaking, reading, writing, and research will be covered. The study of language in use – grammar, mechanics, sentence structure, and usage will be incorporated in this course as well.

English IV: The Individual and Society (1 credit)

Teacher: *Adam Townsend*

Prerequisite: *English III, or permission of instructor*

(Interdisciplinary course - English or Social Studies)

Have you ever asked yourself where you think you belong in society, or how you are supposed to relate to it? In this class we will delve into those questions concerning to how individuals relate to their societies. We will ask such questions such as: What do we owe the societies that we are a part of? What do those societies owe us? How much of who we are as individuals is really a product of our society? And, is it ever right for an individual to rebel against his or her society? We will be examining these questions and more through the thoughts and writings of philosophers, authors, the founding fathers, reformers and revolutionaries. Furthermore, we will be exploring these issues through a variety of mediums including: articles, historical documents, novels, films, speeches, plays, and other media. In the end, the goal of this course is for you to be better able, and more equipped, to form your own critically informed judgements and opinions about how you wish to relate to society as an individual.

Reading and Writing as Magic (1 credit)

NOTE: This is Part I of intended Full-Year Course

Teacher: *Adam Townsend*

Prerequisite: 3.00 GPA or by permission of instructor

Becoming a more critical reader and skillful writer can be a daunting task, but one well worth taking the time to learn. Mastering the written English language goes well beyond merely getting better grades on future assignments! Whether to inform or persuade, good writing unlocks doors between your mind and the minds of your readers, while critical reading skills help you to see behind a text to better understand an author's true intentions. The skills developed in this course have application well beyond the classroom and will benefit you in both your personal and professional lives. In this class you will examine different kinds of writing, breaking texts down systematically, and improving your own writing in the process. By the end of this course, you will have been exposed to several different writing techniques and styles. You will better understand different rhetorical techniques, as well as how to better critically analyze and comprehend information from a variety of different sources. Furthermore, you will have developed your own writing strategies, as well as become equipped to take the AP English Language and Composition Exam.

Reasoning and Rhetoric (1 credit)

Teacher: *Catherine Schaefer*

Prerequisite: Successful completion of English II

Have you ever wanted to get people to listen to what you have to say? Do you feel the need to learn how to develop your arguments in a respectful and organized manner? Do you want to learn how to find holes in other people's arguments and point out the fallacies of their reasoning behind their premise? You will become competent scholars of communications and experience how it affects your day-to-day routines. More importantly, you will take away an understanding as to why it is important to become confident and innovative communicators! Learn how to fully develop your opinions with persuasive techniques that will enable you to win arguments in any given situation. Think of the POWER your words can have! Hopefully, for the powers of good!

This Same Sky: A Freshman Forum (1 credit)

Teachers: *Joshua Lawson & Adam Townsend*

Prerequisite: Course reserved for freshmen only

The world we live in is more than just oceans, landmasses, boundaries and capitals. We live in a world full of customs, values, practices, cultures and beliefs. In other words, we live in a world of people, a vast kaleidoscopic array of humanity. In this course, we will be exploring that world. We will examine folklore, short stories, graphic novels, as well as other forms of narrative. We will learn about the differences between peoples and we will learn about our similarities. Though this course is slotted as an English I course, it will be interdisciplinary in nature, enhancing not only a your reading and writing skills but increasing your global knowledge of history and culture. Furthermore, this course will introduce help to better introduce you to the of nature project-based learning, as we connect projects to individual readings as well as the course as a whole. By the end of this course, you will be better able to appreciate and understand the stories and experiences of those who come from different cultures and backgrounds. You will have been introduced to thoughts and perspectives from around the globe, making you more aware of the cultures of others, as well as your own. Underneath this same sky, we are all a part of one shared humanity. By hearing the stories of others, we grow in the understanding of our own.

2nd SEMESTER

American Spirit: An Interdisciplinary Look at Literature and History (2 credit)

NOTE: This is a Full-Year Honors Course

Teacher: *Catherine Schaefer*

Prerequisite: 3.0 GPA or by permission of instructor. Continuing Students.

Welcome lovers of history and literature! When you sign up for this class, be prepared to learn about literary works written by American authors while also getting history lessons giving background into why our beloved writers wrote what they did. From Native American oral tradition to politically charged pieces to modern day literature, you will explore the beauty that spreads our country from the East Coast to the West Coast. We will travel through American history while reading stories written by the likes of Arthur Miller, Mark Twain and J.D. Salinger and explore some of the most conflicted main characters in literary history such as Huckleberry Finn, John Proctor and Holden Caulfield. As Mark Twain said, "Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime."

AP Language & Composition: Reading and Writing as Magic (1 credit)

NOTE: This is Part II of intended Full-Year Course

Teacher: *Adam Townsend*

Prerequisite: 3.00 GPA or by permission of instructor

Becoming a more critical reader and skillful writer can be a daunting task, but one well worth taking the time to learn. Mastering the written English language goes well beyond merely getting better grades on future assignments! Whether to inform or persuade, good writing unlocks doors between your mind and the minds of your readers, while critical reading skills help you to see behind a text to better understand an author's true intentions. The skills developed in this course have application well beyond the classroom and will benefit you in both your personal and professional lives. In this class you will examine different kinds of writing, breaking texts down systematically, and improving your own writing in the process. By the end of this course, you will have been exposed to several different writing techniques and styles. You will better understand different rhetorical techniques, as well as how to better critically analyze and comprehend information from a variety of different sources. Furthermore, you will have developed your own writing strategies, as well as become equipped to take the AP English Language and Composition Exam.

English I: The Story Goes On (1 credit)

Teacher: *Joshua Lawson*

Prerequisite: None

The English I student will plan, present, and critique dramatic readings of literary selections. Knowledge of literary terms and forms will be applied in the student's own writing and in the analysis of literature. Students will be introduced to significant literary works. Students will distinguish between reliable and questionable Internet sources. Writing will encompass narrative, literary, expository,

and informational forms, with particular attention to analysis. Students will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

English I Honors: Beginning the Story (1 credit)

Teacher: *Adam Townsend*

Prerequisite: None

Literature is one of the avenues through which we understand ourselves as both a culture and as individuals. Writing is one of the means by which we communicate our thoughts so that others might better understand us. In this course we will begin to understand the fundamental elements of literature and writing. We will study fiction, non-fiction, poetry, drama, as well as other mediums. You will be introduced to the practice of critical reading, breaking down texts to understand their plot, theme, tone, literary elements, as well as the voice of the author. Also, as we study the works of others, you will further develop your own writing skills, allowing you to better communicate your own thoughts to future audiences. In one way or another, we all live in a world of stories. Learning how to better read and write is how we learn to better navigate that world.

English II: Discovering the Bildungsroman (1 credit)

Teacher: *Catherine Schaefer*

Prerequisite: Successful completion of English I

"What is bildungsroman?" you may ask. It's a piece of literature that shows the maturing of a character from the beginning to the end of the story. The unique thing about this type of literature is that it is so easy to make connections between our main characters and what you, as the "wise fools" of the school are experiencing at this age. And no, you were not insulted. Fun fact: the word "sophomore" comes from the latin words "sopho" (wise) and "moros" (fool) meaning "wise fool". But, you are no longer the newbies of the school and have a new air of confidence, however you're not quite in the upper grades yet. Therefore, you are coming into your own and beginning to learn who you want to be in this world and more importantly, why you want to be that person. We will delve into literary works by classic authors such as Harper Lee and J.D. Salinger to modern writers like S.E. Hinton and Raina Telgemeier. By the end of the semester you will be on your way to making your mark on our world.

English III: Doing Things the Write Way (1 Credit)

Teacher: *Joshua Lawson*

Prerequisite: English I and II, or permission of instructor

English III is a semester-long course that will enable students to become skilled readers of a wide range of literature, including prose, poetry, and short stories. Students are expected to read and respond to a variety of literature, independently, in group discussion, and in writing. Students will learn the proper way to conduct and produce quality research. All facets of language arts - listening, speaking, reading, writing, and research will be covered. The study of language in use – grammar, mechanics, sentence structure, and usage will be incorporated in this course as well.

English IV: Writing as Craft (1 credit)

Teacher: *Adam Townsend*

Prerequisite: English III

Do you enjoy writing stories in your spare time? How about journaling? Maybe you like to write down your own original song lyrics or poetry? Well, if this is the case, then you may enjoy learning more about the process of creative writing! In this course, you will be introduced to the fundamentals of creative writing. Here, you will learn about and compose your own original poetry. You will write your own memoir and draft your own drama. You will write short stories and showcase your own creativity and imagination. In this course, we will use a combination of example readings, group discussions and collective workshops, where we will edit one another's works and grow together. Writing is a craft. No one starts out as a Shakespeare or a Maya Angelou, but with practice, determination, and a willingness to accept the constructive criticism of others, we can all grow as writers and individuals, better able to formulate our thoughts and feelings and share them with the world.

Global Languages

1st SEMESTER

Mandarin I (1 credit)

Teacher: *Xiaohong Lin*

Prerequisite: Interested in Chinese

The course will focus on survival Mandarin. In this course, students will develop four language skills in Mandarin: Speaking, Listening, Writing and Reading. But students will spend more time on the former two skills through singing songs, playing games and dramas. Students will study through some project-based tasks and group competitions. The writing part requires students to learn some basic and functional Chinese radicals and strokes to help them to know how Chinese character works. The reading part require students to recognize those frequent Chinese characters so they can read some easy signs. The speaking and listening part require students to be able to engage in basic conversations. The instruction will be given in half Mandarin and half English. By the end of the semester students will go from one place--where they think Mandarin is strange to another place that has them understanding more about China's primary language-- and wanting to explore and know more about it. At the same time, they can also have a look through a window of how modern China looks.

Mandarin II (1 credit)

Teacher: *Wenwen Dou*

Prerequisite: Successful completion of Mandarin I (or permission of the teacher)

This course aims at cultivating students' communication skills in Mandarin and deepening their interest in Chinese culture. It covers the common topics that Chinese people talk about in their daily life. More advanced communication and conversation skills will rely on the accumulation of increased vocabulary and grammar, so we will pay more attention to them. We will learn vocabulary and grammar in an interesting and interactive way (cards, pictures, songs, games, videos, dramas and so on). In order for students to learn Mandarin and understand China through perceptual activities, language teaching is treated as the foundation while culture information, games and hands-on activities will be the useful supplemental experiences. Students will study in experience style, we will create a happy study atmosphere, provide the real communication environment for students to improve their Mandarin in listening, speaking, reading, writing.

Mandarin III (1 credit)

Teacher: *Wenwen Dou*

Prerequisite: Successful completion of semester one Mandarin III (or permission of the teacher)

This course is designed for improving students' communicative ability in Mandarin and cultivating students' cross culture awareness. We will also continue focusing on the four basic elements: listening, speaking, reading, and writing. But give more emphasis on reading. In consideration of students' accumulation of vocabulary and grammar, we will also introduce some cultures behind them. In this phrase, we will still focus on the common topics but with culture comparison for the sake of review and a better understand of both. Students will become capable of giving speeches and participating in debates and commentaries, as well as writing reports in Mandarin. Group Activities, individual tasks, we well as assorted projects will be key parts of the whole learning process.

Spanish I: Adventures in Spain! (1 credit)

Teacher: *Stan Shumway*

Prerequisite: A desire to experience the Spanish language and culture!

In this course the focus will be on "Survival Spanish", which means that students will be able to negotiate meaning in 25-30 carefully chosen conversations which are essential for survival when visiting/living in a Spanish speaking country. The class will make liberal use of traditional methods of instruction which focus on the rules and vocabulary of the language. In addition, however, we will make use of other effective learning strategies such as TPR (Total Physical Response) and TPRS (Teaching Proficiency through Reading and Storytelling). Since these methods of learning are done

primarily through the right side of the brain (the fun side) most students report it to be much easier and less stressful than more traditional methods of instruction. In addition, students will increase literacy through various other in-class activities such as discussing and comparing cultural events and characteristics in the target language countries or regions – with a particular focus on Spain.

Vocabulary will be learned primarily through a game format on the internet which other than total immersion is the best way to learn vocabulary. The software interacts with each student individually to allow for fast and relatively easy learning with strong retention. In addition we will also learn about various other relevant Latin American issues through literature, movies, and current events. Students will be responsible for meeting classroom expectations and demonstrating competence in the 4 skills: Listening, Speaking, Reading, and Writing.

Spanish II: Adventures in the Latin American World! (1 credit)

Teacher: *Stan Shumway*

Prerequisite: Successful completion of Spanish I (or permission of the teacher)

The focus at this level is on developing literacy and an ear for authentic target language media

In this course, students will be able to negotiate meaning in dozens of practical real-world conversations (in addition to those learned in Spanish I) which are characteristic of common social situations. This class will include traditional instruction on the rules (grammar) of the language and the vocabulary. However, we will also make extensive use of other learning strategies such as TPR (Total Physical Response) and TPRS (Proficiency through Reading and Storytelling), which are proven methods of learning foreign language effectively. Since these methods of learning are done primarily through the right side of the brain (the fun side), students usually report that it is much easier and less stressful than older more traditional methods of foreign language instruction. In addition, students will increase literacy and cultural understanding by discussing and comparing cultural events and characteristics in the target language countries with a particular emphasis on the Latin American world. This will also include songs and relevant Latin American issues through literature, movies, and current events to our learning. Students will be responsible for meeting classroom expectations and demonstrating competence in the 4 skills: Listening, Speaking, Reading, and Writing.

Spanish III: Get Ready for Fluency! (1 credit)

Teacher: *Stan Shumway*

Prerequisite: Successful completion of Spanish II (or permission of the teacher)

This course is the equivalent of first year college Spanish. The goal of this course will provide a strong foundation sufficient to enable the student to very rapidly acquire proficiency the language in an immersion setting. This will be done by not only maintaining the survival Spanish learned earlier, but by learning virtually all of the grammar of the language and more than 2,000 of the most frequently used vocabulary words. Although a challenging class, most of the material will already be at least somewhat familiar to students. Students who have been successful in Spanish I and II usually are very successful in this class. In addition, students will increase literacy through various other in-class activities focused on practicing each grammar concept with real-world, contextual language. This will utilize a variety of activities such as: reading in groups and individually, discussing and comparing cultural events and characteristics in the target language countries or regions, etc.. Students will be responsible for meeting classroom expectations and demonstrating competence in the 4 skills: Listening, Speaking, Reading, and Writing.

2nd SEMESTER

Mandarin I (1 credit)

Teacher: *Xiaohong Lin*

Prerequisite: Interested in Mandarin

The course will focus on survival Mandarin. In this course, students will develop four language skills in Mandarin: Speaking, Listening, Writing and Reading. But students will spend more time on the former two skills through singing songs, playing games and dramas. Students will study through some project-based tasks and group competitions. The writing part requires students to learn some basic and functional Chinese radicals and strokes to help them to know how Chinese character works. The reading part require students to recognize those frequent Chinese characters so they can read some easy signs. The speaking and listening part require students to be able to engage in basic conversations. The instruction will be given in half Mandarin and half English. By the end of the semester students will go from one place--where they think Mandarin is strange to another place that has them understanding more about China's primary language-- and wanting to explore and know more about it. At the same time, they can also have a look through a window of how modern China looks.

Mandarin II (1 credit)

Teacher: *Wenwen Dou*

Prerequisite: Successful completion of semester one Mandarin II (or permission of the teacher)

This course aims at cultivating students' communication skills in Mandarin and deepening their interest in Chinese culture. It covers the common topics that Chinese people talk about in their daily life. More advanced communication and conversation skills will rely on the accumulation of increased vocabulary and grammar, so we will pay more attention to them. We will learn vocabulary and grammar in an interesting and interactive way (cards, pictures, songs, games, videos, dramas and so on). In order for students to learn Mandarin and understand China through perceptual activities, language teaching is treated as the foundation while culture information, games and hands-on activities will be the useful supplemental experiences. Students will study in experience style, we will create a happy study atmosphere, provide the real communication environment for students to improve their Mandarin in listening, speaking, reading, writing.

Mandarin III (1 credit)

Teacher: *Wenwen Dou*

Prerequisite: Successful completion of semester one Mandarin III (or permission of the teacher)

This course is designed for improving students' communicative ability in Mandarin and cultivating students' cross culture awareness. We will also continue focusing on the four basic elements: listening, speaking, reading, and writing. But give more emphasis on reading. In consideration of students' accumulation of vocabulary and grammar, we will also introduce some cultures behind them. In this phrase, we will still focus on the common topics but with culture comparison for the sake of review and a better understand of both. Students will become capable of giving speeches and participating in debates and commentaries, as well as writing reports in Mandarin. Group Activities, individual tasks, we well as assorted projects will be key parts of the whole learning process.

Spanish I: Adventures in Spain! (1 credit)

Teacher: *Stan Shumway*

Prerequisite: A desire to experience the Spanish language and culture!

In this course the focus will be on "Survival Spanish", which means that students will be able to negotiate meaning in 25-30 carefully chosen conversations which are essential for survival when visiting/living in a Spanish speaking country. The class will make liberal use of traditional methods of instruction which focus on the rules and vocabulary of the language. In addition, however, we will make use of other effective learning strategies such as TPR (Total Physical Response) and TPRS (Teaching Proficiency through Reading and Storytelling). Since these methods of learning are done primarily through the right side of the brain (the fun side) most students report it to be much easier and less stressful than more traditional methods of instruction. In addition, students will increase literacy through various other in-class activities such as discussing and comparing cultural events and characteristics in the target language countries or regions – with a particular focus on Spain.

Vocabulary will be learned primarily through a game format on the internet which other than total immersion is the best way to learn vocabulary. The software interacts with each student individually to allow for fast and relatively easy learning with strong retention. In addition we will also learn about various other relevant Latin American issues through literature, movies, and current events. Students will be responsible for meeting classroom expectations and demonstrating competence in the 4 skills: Listening, Speaking, Reading, and Writing.

Spanish II: Adventures in the Latin American World! (1 credit)

Teacher: *Stan Shumway*

Prerequisite: Successful completion of Spanish I (or permission of the teacher)

The focus at this level is on developing literacy and an ear for authentic target language media

In this course, students will be able to negotiate meaning in dozens of practical real-world conversations (in addition to those learned in Spanish I) which are characteristic of common social situations.

This class will include traditional instruction on the rules (grammar) of the language and the vocabulary.

However, we will also make extensive use of other learning strategies such as TPR (Total Physical Response) and TPRS (Proficiency through Reading and Storytelling), which are proven methods of learning foreign language effectively.

Since these methods of learning are done primarily through the right side of the brain (the fun side), students usually report that it is much easier and less stressful than older more traditional methods of foreign language instruction. In addition, students will increase literacy and cultural understanding by discussing and comparing cultural events and characteristics in the target language countries with a particular emphasis on the Latin American world. This will also include songs and relevant Latin American issues through literature, movies, and current events to our learning.

Students will be responsible for meeting classroom expectations and demonstrating competence in the 4 skills:

Listening, Speaking, Reading, and Writing.

Spanish III: Get Ready to Travel the World! (1 credit)

Teacher: *Stan Shumway*

Prerequisite: Successful completion of Spanish II (or permission of the teacher)

This course is the equivalent of first year college Spanish. The goal of this course will provide a strong foundation sufficient to enable the student to very rapidly acquire proficiency the language in an immersion setting. This will be done by not only maintaining the survival Spanish learned earlier, but by learning virtually all of the grammar of the language and more than 2,000 of the most frequently used vocabulary words. Although a challenging class, most of the material will already be at least somewhat familiar to students. Students who have been successful in Spanish I and II usually are very successful in this class. In addition, students will increase literacy through various other in-class activities focused on practicing each grammar concept with real-world, contextual language. This will utilize a variety of activities such as: reading in groups and individually, discussing and comparing cultural events and characteristics in the target language countries or regions, etc.. Students will be responsible for meeting classroom expectations and demonstrating competence in the 4 skills: Listening, Speaking, Reading, and Writing.

Health & Wellness

1st SEMESTER

Ready-4-Fitness (1 credit)

Teacher: *Dawn Eggers-Holden*

Prerequisite: None

In this class you will learn the importance of well-being, nutrition and fitness. Each day will be different and may include everything from basic stretching and yoga/pilates to a hard core boot camp training, and maybe we will even learn to Wobble (dancing is great exercise, plus it is a great life skill to know a few cool dance movies!).

2nd SEMESTER

Human Growth and Development (1 credit)

Teacher: *Ashley Salsberry*

Prerequisite: None

Studying human development helps us to better understand ourselves. As we enter adulthood, navigate middle age, and face the onset of old age, having a greater understanding of how people continue to grow and change as they get older can help us appreciate and manage all the stages of our lives. This course focuses on development across the life span with emphasis upon normal growth and milestones achieved in the physical, cognitive, social, and emotional systems of the body. We will explore each of these systems through hands-on lab observations, videos, and literature showcasing normal and abnormal growth each in phase of life. Anyone planning to pursue a career in the medical field would benefit greatly from this course!

History & Social Studies

1st SEMESTER

Geography (1 credit)

Teacher: *Sarah Vicini*

NOTE: This is Part I of intended Full-Year Course

Prerequisite: Minimum 3.0 GPA

Geography. History. Economics. Politics. Sociology. In AP Human Geography you will have the opportunity to explore multiple facets of social studies from the perspective of the interactions between humans and the world around them. You will become a cultural geographer, political geographer, economic geographer, and many other roles, all at the college level. In this course, we will take a thematic approach to understanding the system of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface through projects both individually and in groups, working with online mapping systems, exploring current events throughout the world, debates and discussions, and research among many more styles of learning.

Intro. to Psychology (1 credit)

Teacher: *Sarah Vicini*

NOTE: This is Part I of intended Full-Year Course

Each day you come into contact with numerous people; each person containing different skills, personalities, habits, thoughts, and behaviors, some that may mirror your own characteristics and some that may seem to be the polar opposite of those that you possess. It is through this course that you will begin to understand the why; why humans and animals behave the way that they do. This course will take a project based approach to a traditional AP course, examining the systematic and scientific study of the behavior and mental processes of human beings and animals. Through a thematic approach to the study of psychology, you will create projects, participate in class discussions and debates, conduct research and experiments, and examine case studies in order to gain an understanding of these themes, including development, learning, motivation, and personality.

The American Spirit: An Interdisciplinary Look at Literature and History (2 credit)

NOTE: This is a Full-Year Honors Course

Teacher: *Catherine Schaefer*

Prerequisite: Successful completion of English III.

Welcome lovers of history and literature! When you sign up for this class, be prepared to learn about literary works written by American authors while also getting history lessons giving background into why our beloved writers wrote what they did. From Native American oral tradition to politically charged pieces to modern day literature, you will explore the beauty that spreads our country from the East Coast to the West Coast. We will travel through American history while reading stories written by the likes of Arthur Miller, Mark Twain and J.D. Salinger and explore some of the most conflicted main characters in literary history such as Huckleberry Finn, John Proctor and Holden Caulfield. As Mark Twain said, "Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime."

Chinese History (1 credit)

Teacher: *Xiaohong Lin*

Prerequisite: *Interest in Chinese ancient history*

Have you ever thought about how long or how many days you can survive in ancient China? Do you know who is the first and last emperor of China? Then who is first female emperor of China? Do you know why people built the Great Wall? For tourism? Come join this Chinese History class and find out. In this course, we will scroll through Chinese history according to dynasties from the first one to the last one, which can help students to gain a knowledge of ancient China's politics and culture. In every dynasty there is a famous person and event waited to be explored. And students will learn it by singing songs, playing out dramas, designing stories to explore who is who, why things happened and why it is different from my current thinking. Throughout the semester of learning students will be able to get a clearer picture of what ancient China looked like and what the impact it has on modern and contemporary China. This course will also be helpful for students to build up research skills, critical thinking and their ability to be more opened-minded.

Government/ Economics (1 credit)

Teacher: *Ashley Johnson*

Prerequisite: None

Government (Quarter 1)

As Americans we have the privilege to uphold certain civic duties and responsibilities. Civic duties include, for example, obeying the laws of the country, paying taxes, or serving on a jury or as a witness in court. Civic responsibilities encompass actions like registering to vote and voting, and serving on legislative boards and committees. In order to properly participate in the American political system it is vital to gain a deeper understanding. In United States Government, students will examine the theory and practice of American government through a comprehensive introduction to fundamental political concepts. The course is designed to cover topics such as governmental systems, the constitution basis and structure, and citizen involvement in the political system. By the end of the course, students should feel confident and knowledgeable to contribute in the governmental process, and to be a responsible citizen of the United States and the world.

Economics (Quarter 2)

Economics is a social science concerned with the production, distribution and consumption of goods and services. The science of economics uses data to analyze, interpret, and predict the behavior of individuals and institutions based upon incentives. The end goal while studying economics is to teach a student how to evaluate choices. Scarcity forces all entities—individuals, communities, and nations—to choose from available resources to meet their needs. Students will learn to use vocabulary specific to economics to explain, describe, and predict how the interaction of supply and demand sets prices for goods and services in product markets and wage prices in factor markets. Students will use economic concepts in a reasoned, careful manner in dealing with personal, community, national and global economic issues.

HerStory: Women of the World (1 credit)

Teacher: *Ashley Johnson*

Prerequisite: None

Before you proceed reading the following course description, I would like to take up a minute of your time. For the next 30 seconds mentally construct a list of as many male historical figures that come to mind. Afterwards, use the remaining 30 seconds to think of various women who have shaped history. I have found that the second task is harder for most high school students because in the past men have had greater access to write history from their point of view. Wouldn't it be interesting to learn world history through a new pair of lenses? How different would our perception of the world be if we looked at it from the perspective of women? HerStory will give you the opportunity to gain worldly knowledge of women around the globe from ancient eras to the present. We will use a variety of sources to explore the status of women across continents, historical periods, cultures and traditions, trends and movements, stereotypes, as well as identify individual women and their accomplishments. The course is designed for open-minded students who are excited to identify and explain the commonalities and differences in women's historical experiences in different regions of the world.

The Individual and Society (1 credit)

Teacher: *Adam Townsend*

Prerequisite: English III

(Interdisciplinary course - English or Social Studies)

Have you ever asked yourself where you think you belong in society, or how you are supposed to relate to it? In this class we will delve into those questions concerning to how individuals relate to their societies. We will ask such questions such as: What do we owe the societies that we are a part of? What do those societies owe us? How much of who we are as individuals is really a product of our society? And, is it ever right for an individual to rebel against his or her society? We will be examining these questions and more through the thoughts and writings of philosophers, authors, the founding fathers, reformers and revolutionaries. Furthermore, we will be exploring these issues through a variety of mediums including: articles, historical documents, novels, films, speeches, plays, and other media. In the end, the goal of this course is for you to be better able, and more equipped, to form your own critically informed judgements and opinions about how you wish to relate to society as an individual.

Philosophy of Education (1 credit)

Teacher: *Emily Miller*

Prerequisite: None

Many of you spend 12+ years in a structured school setting, but is your learning experience the one and only way to become educated? How did young people in our society learn what they needed before there were schools readily available? How does our education system compare with schooling in other countries? Why do we grade the way we do? What should schools look like in the future? Together, we will explore the history of education, study various thought-leaders in the field, and develop our own ideas of what the ideal school could and should look and feel like.

Street Law (1 credit)

Teacher: *Sarah Vicini*

Our news outlets have expanded in today's digital age. Whether you receive your news from the newspaper, radio, Facebook, SnapChat or other online sources, one thing remains constant—law is in the news each and every day. From stories that are political in nature to the legality of sports betting around the country, the law infiltrates all of our lives in insurmountable ways. In this course, you will have the opportunity to step foot into the legal world gaining an understanding of practical information and problem solving skills regarding the law. You will complete projects, explore case studies, participate in debates and simulations, and conduct research in order to understand the law, citizen rights and responsibilities under the law, and to analyze public issues.

U.S. History-Part I (1 credit)

Teacher: *Ashley Johnson*

Prerequisite: None

NOTE: *This is a part I of a two part required sequence of courses*

United States History is a required two-part class that takes a conceptual look at changing American culture, politics, environment and economy. The course's intent is to help students better understand the themes of history which shaped and continue to impact our lives. This required class begins with a brief chronological overview of the the the country before it was the New World, the Colonial Era, the American Revolution, the Constitution, the rise of nationalism and sectionalism, westward expansion, the Civil War and Reconstruction. The concepts explored in this course will continue to prepare and empower students to make choices as responsible participants in society.

2nd SEMESTER

The American Spirit: An Interdisciplinary Look at Literature and History (2 credit)

NOTE: This is a Full-Year Honors Course. Continuing Students Only.

Teacher: *Catherine Schaefer*

Prerequisite: Successful completion of English III.

Welcome lovers of history and literature! When you sign up for this class, be prepared to learn about literary works written by American authors while also getting history lessons giving background into why our beloved writers wrote what they did. From Native American oral tradition to politically charged pieces to modern day literature, you will explore the beauty that spreads our country from the East Coast to the West Coast. We will travel through American history while reading stories written by the likes of Arthur Miller, Mark Twain and J.D. Salinger and explore some of the most conflicted main characters in literary history such as Huckleberry Finn, John Proctor and Holden Caulfield. As Mark Twain said, "Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime."

AP Human Geography (1 credit)

Teacher: *Sarah Vicini*

NOTE: This is a Full-Year Course. Continuing Students Only.

Prerequisite: Minimum 3.0 GPA

Geography. History. Economics. Politics. Sociology. In AP Human Geography you will have the opportunity to explore multiple facets of social studies from the perspective of the interactions between humans and the world around them. You will become a cultural geographer, political geographer, economic geographer, and many other roles, all at the college level. In this course, we will take a thematic approach to understanding the system of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface through projects both individually and in groups, working with online mapping systems, exploring current events throughout the world, debates and discussions, and research among many more styles of learning.

AP Psychology (1 credit)

Teacher: *Sarah Vicini*

NOTE: This is a Full-Year Course. Continuing Students Only.

Prerequisite: Minimum 3.0 GPA

Each day you come into contact with numerous people; each person containing different skills, personalities, habits, thoughts, and behaviors, some that may mirror your own characteristics and some that may seem to be the polar opposite of those that you possess. It is through this course that you will begin to understand the why; why humans and animals behave the way that they do. This course will take a project based approach to a traditional AP course, examining the systematic and scientific study of the behavior and mental processes of human beings and animals. Through a thematic approach to the study of psychology, you will create projects, participate in class discussions and debates, conduct research and experiments, and examine case studies in order to gain an understanding of these themes, including development, learning, motivation, and personality.

Digging Roots: History of Ourselves (1 Credit)

Teacher: *Ashley Johnson*

Prerequisite: None

Life is a puzzle; do you want to find out where you fit in? Do you yearn to learn the answers to questions such as: From what country did my ancestors come? How long have we been in America? Was there a Revolutionary War or Civil War veteran in my family? When did the family farm or business begin? Moreover, have you ever wanted to work on your family history, but had no idea how to get started? While taking on the task of researching your family tree can appear – and in many cases actually be – a daunting task, it is far from impossible. This course, will present tips and strategies for beginning the process of constructing your family tree. In addition to describing the various records and sources available for finding information, you will gain a greater understanding of some basic genealogy terms and tools.

Chinese History (1 credit)

Teacher: Xiaohong Lin

In this course, students are required to explore specific topic of Chinese ancient history, which still has a huge influence on modern China. For example, ancient Chinese imperial examination system and some famous people like Confucius, Marco Polo and so on. To explore the connection between ancient and modern China, students are going to learn by singing songs, playing drama games, writing stories and other ways. The aims is to let students know that ancient Chinese history has a huge influence on today's China in the areas of politics, education and thinking. By learning about China's past, you will better understand today's China well.

Media Studies Through Current Events--Foreign & Domestic (1 credit)

Teacher: Sarah Vicini

Prerequisite: None

Using current events, this elective course focuses on world and local issues that affect students' everyday lives, such as economics, government and conflict. This course uses newspapers, online media, cartoons, and newscasts to support class discussion. Additionally students participate will participate in group projects, presentations and work with primary source materials and opinion pieces in order to better understand the world around them.

Government/ Economics (1 credit)

Teacher: Ashley Johnson

Prerequisite: None

Government (Quarter 1)

As Americans we have the privilege to uphold certain civic duties and responsibilities. Civic duties include, for example, obeying the laws of the country, paying taxes, or serving on a jury or as a witness in court. Civic responsibilities encompass actions like registering to vote and voting, and serving on legislative boards and committees. In order to properly participate in the American political system it is vital to gain a deeper understanding. In United States Government, students will examine the theory and practice of American government through a comprehensive introduction to fundamental political concepts. The course is designed to cover topics such as governmental systems, the constitution basis and structure, and citizen involvement in the political system. By the end of the course, students should feel confident and knowledgeable to contribute in the governmental process, and to be a responsible citizen of the United States and the world.

Economics (Quarter 2)

Economics is a social science concerned with the production, distribution and consumption of goods and services. The science of economics uses data to analyze, interpret, and predict the behavior of individuals and institutions based upon incentives. The end goal while studying economics is to teach a student how to evaluate choices. Scarcity forces all entities—individuals, communities, and nations—to choose from available resources to meet their needs. Students will learn to use vocabulary specific to economics to explain, describe, and predict how the interaction of supply and demand sets prices for goods and services in product markets and wage prices in factor markets. Students will use economic concepts in a reasoned, careful manner in dealing with personal, community, national and global economic issues.

U.S. History-Part II (1 credit)

Teacher: Ashley Johnson

Prerequisite: None

NOTE: This is Part II of a required sequence of courses.

We continue our exploration of our nation's history through topics including the Industrial and Gilded Age, Immigration and Urbanization, the Populist and Labor Movement, along with Imperialism and Progressivism leading into WWI. We will then turn our attention to the decades following, and will study the Great Depression, New Deal, WWII, Cold War, JFK, LBJ, Civil Rights and Women's Rights, Korea and Vietnam, and moving into the 21st Century. The course requires students to take a State End of Course exam.

Mathematics

1st SEMESTER

Algebra II: The Algebraic Sequel (1 credit)

Teacher: *Nicholas Smaldone*

Prerequisite: Geometry

Did you enjoy Pre-Algebra and/or Algebra I? Well if you said yes, then you will definitely look forward to this class. Want to solve for variables? WE HAVE THAT! Want to solve large and complex functions? WE HAVE THAT TOO! This class will take the basics you have learned before and take them to the next level, which is where you can really see the question "Where am I ever going to use this?" answered. This class will reinforce the knowledge you had of functions, types of numbers, various terms from expressions and equations, and the coordinate plane, but then taking them to the next level and showing you how well they truly come into play with our daily lives.

Algebra III: More Advanced Algebra (1 credit)

Teacher: *Kristen McCrea*

Prerequisite: Algebra II

This is a brand new course being offered here at CLA! Do you still need math credits and aren't quite sure taking Pre-Calculus or Probability & Statistics is the path you want to take . . . yet? This might be your answer. Algebra III is for students who have finished Algebra II, but will benefit from learning advanced algebraic concepts to further prepare them for college-level math and science courses. Algebra III provides students with a balanced foundation using analytic, numerical, graphical, and verbal methods of representing and solving comprehension and application problems.

--If the aircraft is traveling 30 miles per hour North by Northeast, and the wind and pushing Westwardly at 4 miles per hour, what is the actual heading? (vectors)

Applied Physics & Trigonometry (A.P.T.)--Honors

Things That Move, Things That Go Boom, and Things that Do Both - Electric Boogaloo

(2 credits - 1 math, 1 science)

Teacher: *Justin Leighty*

Prerequisite: Algebra II

NOTE: This is a Full-Year Course.

Learning about the physical processes and properties of the world and how they function with an extra dash of trigonometry added for extra flavor. If you are interested in movement and energy, this is the course for you. If you are interested in being heavily challenged and feeling rewarded for accomplishments, this course might just be right up your alley.

By the Numbers: Practical Math & Finance (1 credit)

Teacher: *Kristen McCrea*

Prerequisite: None

Why do we have to know how to write numbers in words? What are those numbers at the bottom of a check? What is the APR of a credit card and what does it really mean? These are the kinds of questions we will ask and answer. This course aims to make all those mandatory math classes we take actually make real sense that hold value for your everyday life outside of the school environment.

Geometry: Shaping Our World (1 credit)

Teacher: *Nicholas Smaldone*

Prerequisite: Algebra I

We all think of Geometry as lines, shapes, and angles. How far can we take these seemingly simple ideas and expand them into multiple dimensions, theories, and real world applications? We will utilize ideas stemming from the basic relationships of angles, all the way to calculating real life measurements of buildings. Think you know everything there is to know about triangles and circles? You'll learn just how much there is to these everyday shapes that we look at in passing every day. This course involves a lot of hands-on tools and building which shows how essential Geometry is to our current and future daily lives.

- How can you use graphing and distances to ensure accurate water park design for families?

- How can you design your dream house and still stay in budget based on your chosen career field?

- Do you think you could revolutionize the snack food industry?

We will also reinforce some of the concepts, such as equations and graphing, that were introduced during Algebra and help prepare for the next step in your mathematical journey.

Inquiry and Tools--A Freshman Forum (1 credit)

Teacher: *Nicholas Smaldone and Justin Leighty*

Prerequisite: None, required for all incoming 9th graders

Do you believe everything you read on the internet? Ever had someone tell you a rumor or fact that seems totally unbelievable to you? Want to prove that something someone told you was impossible is very possible? There are two great tools we can use for ALL of this.....MATH AND SCIENCE!!! This class will introduce you to our way of learning, utilizing projects and experiments to mathematically and scientifically prove internet rumors, potential occurrences, and just some things that we want to see whether or not what we have been told is true or false.

Pre-Calculus (1 credit)

Teacher: *Kristen McCrea*

Prerequisite: Algebra II

Do you like math? Are you planning to go into a field that requires you take lots of math in college? Start now with Precalculus. We will be studying a lot of trigonometry (SOH-CAH-TOA), the unit circle with the special properties within, radicals, factoring, polynomials, and the dreaded complex number system.

--How can you reinvent ways to play traditional board games? (polar coordinates)

2nd SEMESTER

Algebra I: Learning With Letters (1 credit)

Teacher: *Nicholas Smaldone*

Prerequisite: none

Have you mastered doing math with those things we call numbers? Want to make it more challenging by adding in the alphabet? If you answered yes to both of these questions, then we have the class for you! Algebra I will teach you how to work with X, Y, and all sorts of other letters while we attempt to solve for them. This subject is used for equations, graphing, exponents, and other new ways to work with mathematical operations.

- Do you think you can sell your floor plan design to an up and coming apartment community?

- How can we use functions and variables to make art?

- How long could you survive a zombie outbreak?

We will also reinforce some of the concepts, such as equations and graphing, that were introduced during PreAlgebra and help prepare for the next step in your mathematical journey.

Algebra II: The Algebraic Sequel (1 credit)

Teacher: *Nicholas Smaldone*

Prerequisite: Geometry

Did you enjoy Pre-Algebra and/or Algebra I? Well if you said yes, then you will definitely look forward to this class.

Want to solve for variables? WE HAVE THAT! Want to solve large and complex functions? WE HAVE THAT TOO! This class will take the basics you have learned before and take them to the next level, which is where you can really see the question "Where am I ever going to use this?" answered. This class will reinforce the knowledge you had of functions, types of numbers, various terms from expressions and equations, and the coordinate plane, but then taking them to the next level and showing you how well they truly come into play with our daily lives.

Applied Physics & Trigonometry (A.P.T.)--Honors

Things That Move, Things That Go Boom, and Things that Do Both - Electric Boogaloo

(2 credits - 1 math, 1 science)

Teacher: *Justin Leighty*

Prerequisite: Algebra II

NOTE: This is a Full-Year Course. Continuing Students Only.

Learning about the physical processes and properties of the world and how they function with an extra dash of trigonometry added for extra flavor. If you are interested in movement and energy, this is the course for you. If you are interested in being heavily challenged and feeling rewarded for accomplishments, this course might just be right up your alley.

Calculus (1 credit)

Teacher: *Kristen McCrea*

Prerequisite: Pre-Calculus

Lover's of Math - welcome to the hardest, but also perhaps most fun, math class we can offer you. Here we study derivatives, limits, integrals, and relationships. This is a continuation/culmination of previous math classes and while progressively harder and more in depth, many students end the class feeling it is the most practical and relevant math they learn.

--How can you find the area under a curve? (limits)

Fundamentals of Algebra: This is only the beginning! (1 credit)

Teacher: *Kristen McCrea*

Prerequisite: None

This introductory math course is part 1 of a year long Algebra course. This course is designed to emphasize the study of multiple representations of linear and nonlinear functions. It includes mathematical concepts for working with rational numbers, various expressions, analyzing and solving linear equations & inequalities, data analysis, probability, statistics, and polynomials. Sample questions may include, but not limited to:

--How can you make art from linear equations? (equations, graphs)

--If you are escaping a high rise building during an emergency using a winch that lowers you at a constant rate, how would you model your height above the ground as time passes? (slope)

In order to earn credit in the course, you will demonstrate procedural fluency through quizzes and your problem-solving skills through individual and group opportunities. These will be collected into a portfolio of work and be presented at a math fair at the end of the course.

Geometry: Shaping Our World (1 credit)

Teacher: *Nicholas Smaldone*

Prerequisite: Algebra I

We all think of Geometry as lines, shapes, and angles. How far can we take these seemingly simple ideas and expand them into multiple dimensions, theories, and real world applications? We will utilize ideas stemming from the basic relationships of and angles, all the way to calculating real life measurements of buildings. Think you know everything there is to know about triangles and circles? You'll learn just how much there is to these everyday shapes that we look at in passing every day. This course involves a lot of hands-on tools and building which shows how essential Geometry is to our current and future daily lives.

- How can you use graphing and distances to ensure accurate water park design for families?

- How can you design your dream house and still stay in budget based on your chosen career field?

- Do you think you could revolutionize the snack food industry?

We will also reinforce some of the concepts, such as equations and graphing, that were introduced during Algebra and help prepare for the next step in your mathematical journey.

Probability and Statistics: Lying with numbers (1 credit)

Teacher: *Kristen McCrea*

Prerequisite: Algebra II

What are the odds that you will love this class? During the first half of the semester you will learn how to read and analyze various studies with embedded data and percentages. The second half of the semester, you will learn how to learn what your chances are at getting what you want, given a number of conditions - usually with coins, dice, cards, and even a combination of all of these.

--How can you create, conduct and convey an entire survey and not express any bias? (Statistics)

--Can you create a game that is improbable to win (Probability)

Science

1st SEMESTER

Applied Physics & Trigonometry (A.P.T.)--Honors

Things That Move, Things That Go Boom, and Things that Do Both - Electric Boogaloo

(2 credits - 1 math, 1 science)

Teacher: *Justin Leighty*

Prerequisite: Algebra II

NOTE: This is a Full-Year Course. Continuing Students Only.

Learning about the physical processes and properties of the world and how they function with an extra dash of trigonometry added for extra flavor. If you are interested in movement and energy, this is the course for you. If you are interested in being heavily challenged and feeling rewarded for accomplishments, this course might just be right up your alley.

Biology I: How Did "WE" Get Here? (1 credit)

Teacher: *Ashley Salsberry*

Prerequisite: None

Do you often sit and think about the big picture? Biology, meaning "*the study of life*", connects us to the world we are living in and reminds us of our relationships with all other life-forms on Earth. Understanding the origins of life can allow us to develop theories of where we came from and what we can expect of our world and the human race in the future. In this course you will explore topics such as genetics, cell biology, ecology of plants and animals, and human impacts on the environment. You will embark on the journey to becoming innovative, creative scientists through observations in lab experiments and hands-on field exercises. You will discover new and exciting ways to use the scientific method to observe the world around you. Do you want to know how "WE" got here?

Environmental Science: Striving for Sustainability (1 credit)

Teacher: *Ashley Salsberry*

Prerequisite: None

The Earth is very important to us because it is where we live and share resources with other species. Environmental science is the study of interactions between the physical, chemical, and biological components of our ecosystem. In this course we will explore topics such as geology and minerals, animal and plant science, oceanology, and climate change. We will aim to solve environmental issues in our school and community. Through the use of critical thinking and problem-solving skills in both lab and field, we will strive to educate our peers in our community and create alternative energy sources to promote sustainability in the future. If you are concerned about our environment or even just curious how such a big world can hold itself together, this class is for you!

Human Machines: Human Anatomy & Physiology (Biology II) (1 credit)

Teacher: *Ashley Salsberry*

Prerequisite: Biology

Humans are often thought of as complicated machines. In order to understand and maintain a well-oiled machine, we must explore the structure and function of the human body and all of its complex parts. This course offers an introduction to the body's systems, disease, and psychology through the use of real life examples and lab demonstrations, which showcase the human body and all of the pieces of the machine. You will be introduced to important vocabulary and concepts that will help you to better understand how such a complex system works together and the consequences of when it does not. Anyone interested in a career in the medical field or just curious about the dynamics of the human body would benefit greatly from this course!

2nd SEMESTER

Applied Physics & Trigonometry (A.P.T.)--Honors

Things That Move, Things That Go Boom, and Things that Do Both - Electric Boogaloo

(2 credits - 1 math, 1 science)

Teacher: *Justin Leighty*

Prerequisite: Algebra II

NOTE: This is a Full-Year Course. Continuing Students Only.

Learning about the physical processes and properties of the world and how they function with an extra dash of trigonometry added for extra flavor. If you are interested in movement and energy, this is the course for you. If you are interested in being heavily challenged and feeling rewarded for accomplishments, this course might just be right up your alley.

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us to develop theories of where we came from and what we can expect of our world and the human race in the future. In this course you will explore topics such as genetics, cell biology, ecology of plants and animals, and human impacts on the environment. You will embark on the journey to becoming innovative, creative scientists through observations in lab experiments and hands-on field exercises. You will discover new and exciting ways to use the scientific method to observe the world around you. Do you want to know how “WE” got here?

Chemistry (1 credit)

Teacher: *TBD*

Prerequisite: Algebra I

Description pending.

Forensics: No, It's Not Like the TV Shows (1 credit)

Teacher: *Justin Leighty*

Prerequisites: None

Diving into the world of crime and punishment, punishment and crime! Before you get your hopes up, no, it is nothing like the movies and TV shows. Forensics is much more in depth and interesting than that. You will learn how to take and lift fingerprints. You will learn about DNA and how it is used to link suspects to victims, weapons, and places. You will learn about ballistics. You will learn about memory and how easily it is manipulated. If any of these sound interesting, or if you are looking towards a future in law and/or law enforcement, you should definitely take this class!

Marine Science (1 credit)

Teacher: *Ashley Salsberry*

Prerequisite: Biology I

Our oceans, streams, and estuaries are critical habitats that provide life to many organisms. Understanding the creatures that inhabit them and the different environments in which they live is extremely important to conservation and keeping our Earth's water clean. If you're interested in natural water sources and the organisms that live there, this course is for you! This course includes the study of the physical, chemical and geological aspects of oceanography, marine biology, the coastal environment, and the relationship among each aspect. We will explore marine life closely through field trips to different water sources in our area and through observations made in a lab environment.

Physics: Things That Move, Things that Go Boom, and Things that Do Both (1 credits)

Teacher: *Justin Leighty*

Prerequisite: Algebra II

Learning about the physical processes and properties of the world and how they function with just the normal dash of trigonometry for the standard flavor and experience. If you are interested in movement and energy, this is the course for you. If you are interested in being heavily challenged and feeling rewarded for accomplishments, this course might just be right up your alley.

Early College/Dual Enrollment Options

Dual Enrollment through the Program for Accelerated College Enrollment (PACE) Program

The PACE program offers opportunities for high-school juniors and seniors to get a head start on college! The PACE program enables qualified students to meet high school graduation requirements while taking college credit courses. These college credits may apply to programs of study at Horry Georgetown Technical College or transfer to any public institution in the state.

Advantages of the PACE Program

PACE Dual Enrollment classes offered through HGTC helps students to:

- Earn credits now that apply to high school *and* college degree requirements;
- Reduce the course load during college freshman and sophomore years, improving the student's ability to meet and maintain the "B" average required for LIFE or other scholarships;
- Provide a smooth transition from high school to the academic demands of college;

- Boost high school GPA/Class Rank;
- Apply PACE course towards a SC Honors Diploma;
- Reduce overall college costs significantly.

Eligibility

High school juniors and seniors may be eligible, based on parent permission, guidance counselor approval and meeting HGTC placement requirements (SAT or ACT or HGTC's AccuPlacer assessment). Each prospective PACE student must complete the PACE Application Packet.

-Permission is required for **all** high school students to enroll in PACE courses.

-Funding for textbooks is the responsibility of the parents.

-PACE dual credit allows students to enroll in University Parallel courses for college credit, as well as high school credit. Students who take these courses are earning credits towards high school graduation requirements and also obtain college credit. These courses are taken during the normal school operational hours and will affect high school GPA.

-Schedule permitting, two PACE classes per semester may be taken during the school day. PACE courses are not required for high school graduation; therefore, they may be taken outside of the regular school day, in the evenings, or during summer sessions.

-Students who fail a PACE class will become responsible to reimburse the school for the full cost of the course.

-Students who withdraw (regardless of pass/fail) are responsible to reimburse the school.

*Students must make 80% or higher in each course to be eligible to continue in the PACE program as a CLA student.

Independent Studies/Virtual SC Online

Since the program first began, VirtualSC has provided South Carolina students access to distance, online, or virtual learning courses offered for an initial unit of high school credit. In addition, it has provided access to content recovery programs for students who have been identified by a school district as not having received credit for a course previously taken or for students who have been identified as not likely to receive credit for a course in which the student is currently enrolled. Please talk to your Leadership Coach/Adviser or Dean of Guidance and Student Support Services for more information about available courses and registration.

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