



**COASTAL LEADERSHIP
— ACADEMY —**

2020-21 PROGRAM OF STUDIES
& GRADUATION REQUIREMENTS

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 individual and collaborative assignments and assessments.
- Assuming responsibility for documenting evidence of learning in an organized manner.

Design Thinking

Design thinking is a human-centered approach to problem solving that begins with developing empathy for those facing a particular challenge. It serves as a framework that helps to define problems, empathize with others, develop prototypes of possible solutions, and hone those prototypes through multiple iterations until they have generated a viable solution to the challenge at hand. Design thinking encourages a bias toward action and, because of its reliance on rapid prototyping, frees practitioners to embrace the notion of failing forward because it's okay to make mistakes -- that's where breakthrough ideas are born.



Benefits for young people who engage in design thinking include:

- Being able to identify problems and reframe them as actionable opportunities;
- Understanding the value of collaboration and feedback;
- Viewing setbacks and failures as valuable learning moments;
- Appreciating the value of hard work and persistence;
- Developing self-belief as problem solvers;
- Developing empathy;
- Developing a growth mindset;

- Developing stamina and resilience; and
- Developing entrepreneurial and community-minded behaviors.
- A focus that is both future and solutions-oriented.

Project-Based Learning (PBL)

Project-Based Learning (PBL) is an instructional methodology that encourages students to learn and apply knowledge and skills through an engaging experience. PBL presents opportunities for deeper learning in-context and for the development of important skills tied to college and career readiness.

Characteristics of Project-Based Learning

Here are three characteristics of meaningful project-based learning activities that lead to deeper student understanding:

1) Interdisciplinary

PBL focuses on engaging students with real-world problems. This is an interdisciplinary approach because real-world challenges are rarely solved using information or skills from a single subject area. Projects require students to engage in inquiry, solution building, and product construction to help address the real-world issue or challenge presented. As students do the work, they often use content knowledge and skills from multiple academic domains to successfully complete the project.

2) Rigorous

Project-Based Learning requires the application of knowledge and skills, not just recall or recognition. Unlike rote learning that assesses a single fact, PBL is more complex and can be used to assess how students apply a variety of academic content in new contexts. As students engage in the work of a project they follow a process that begins with inquiry. Inquiry leads to deeper learning, not just related to academic content, but also related to the use of content in real world applications. Inquiry processes can help lead to the development of solutions that address the problem/challenge of the project and the creation of products to communicate solutions to an audience based upon the application of content and skills.

3) Student-Centered

In PBL, the role of the teacher shifts from content-deliverer to facilitator/ project manager. Students work more independently through the PBL process, with the teacher providing support only when needed. Students are encouraged to make their own decisions about how best to do their work and demonstrate their understanding. The PBL process fosters student independence, ownership of his/her work, and the developmental readiness for the 21st century workplace.

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 their deeper understanding 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.

Graduation Requirements

Twenty-four (24) specific units of credit are required for a South Carolina High School Diploma. In order to participate in the CLA graduation ceremony, the principal must certify that the student has met the following requirements:

4 credits of English

4 credits of Mathematics

3 credits of Science

(including Biology and at least one other lab-based science course)

3 Social Studies

(incl. 1 credit of US History, 1 Elective, ½ credit of Government , ½ credit of Economics/Finance)

1 credit of Health/Physical Education

1 credit of Computer Science

1 credit of Foreign Language or 1 credit of C.A.T.E.***

1 credit in Fine or Performing Arts

6 credits of Electives

Senior Capstone Project (required to participate in CLA graduation ceremony)

*Students planning to attend a four-year college 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.

Grade Level Designation

Grade classification is determined only at the beginning of the school year.

- **Grade 9**-In order to be classified as a ninth-grade student, the individual must have met the requirements of the Grade Eight Promotion Standards.
- **Grade 10**-In order to be classified as a tenth-grade student, the individual must have completed six units to include one unit in English and one unit in Mathematics
- **Grade 11**-In order to be classified as an eleventh-grade student, the individual must have completed twelve units to include two units in English, two units in Mathematics and one unit in Science.

- **Grade 12**-In order to be classified as a twelfth-grade student, the individual must have completed sixteen units to include three units in English, three units in Mathematics, two units in Science and one unit in Social Studies. In addition, the student must be enrolled in all other units, required and elective, needed to complete graduation requirements.

*If a student has sixteen units and is enrolled in coursework which would allow him/her to complete the twenty-four units needed for a South Carolina High School Diploma within the school year, the student will be designated as a senior. However, designation as a senior is not a guarantee that graduation requirements will be successfully met.

Latin Honors Recognition; Citizenship Award(s)

Coastal Leadership Academy has adopted a new academic honor system to replace the traditional titles of valedictorian and salutatorian, redefining the honor to more closely reflect the school's commitment to recognize both outstanding academic achievement and exemplary citizenship.

Beginning with the Class of 2020, CLA will follow the Latin honors system, granting students with one of three honors: **cum laude** (with honors), **magna cum laude** (with great honors) or **summa cum laude** (with highest honors) status. Students with a cumulative 4.25 GPA would graduate cum laude (Green Honor cord), a GPA of at least 4.5 would be magna cum laude (Silver Honor cord), and a 4.75 or higher would be summa cum laude (Gold Honor cord).

The school will also recognize select students as **Board of Directors Distinguished Leadership Award** recipients. In order to be considered as a Citizenship Award recipient, a student must demonstrate exemplary citizenship during their career at CLA, as determined by the school. Distinguished Leadership may include outstanding participation in school activities, school leadership, commitment to community service, perseverance through adversity and "above and beyond" support for the school and people. The principal will form a committee that includes administration, teachers and support staff to make the selection for the Board of Directors Citizenship Award(s).

Community Service Expectations

As a leadership-focused school, we believe strongly in fostering a commitment to service to our community. Throughout their careers at CLA, via school-facilitated opportunities and individual initiative, students are encouraged and expected to contribute at a minimum 25 hours of service each year enrolled at CLA.

Class Preparation (not Homework)

Out of class preparation and practice should be structured to complete, supplement, and enrich regular class work. It also provides review and reinforcement of a particular skill, topic, or concept. Parents/guardians and students must be aware that completion of outside school work may be complicated by participation in extracurricular activities, part-time jobs, and other commitments. The school's expectation is that the completion of assignments be a high priority for each student.

Academic Assistance

Academic Assistance is an after-school tutoring session where students have the opportunity to get additional help in their courses.

Academic Assistance takes priority over all other activities including athletic events or practices, all clubs, etc. Students are responsible for making transportation arrangements when attending AA. Students who know that they will need to miss an assigned Academic Assistance session must notify their teacher. If the absence is excused, Academic Assistance may be rescheduled at the earliest convenience.

Students may only retest or re-submit major project assignments after receiving remediation. A major assignment is any that is listed in the category with the largest weighting in the grade book.

ACADEMIC ASSISTANCE IS AVAILABLE TO ANY STUDENT REGARDLESS OF GRADE AVERAGES OR TEST SCORES.

Progress Reports

Each major grading period is eighteen weeks in duration. Information regarding student progress is issued at the midpoint of each reporting period as well as at the end of each semester.. Progress reports are distributed to students on the dates shown in the CLA academic calendar. Parents may initiate a conference by calling the counseling office and/or making an appointment with the teacher team.

Student-Led Conferences

These conferences count as an attendance day and are mandatory. Students meet with a parent-caregiver and their Crew Coach to review progress in classes and service hour accumulation. The conferences may last between 20 and 30 minutes as scheduled by advisors. Advisors make every effort to accommodate parent-caregiver schedules; however, please plan in advance to attend on one of the designated conference days.

COURSE OFFERINGS

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

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 school year. 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

Chinese Art and Music (1 credit)

Prerequisite: Interested in Chinese Culture, didn't take it before

Teachers: Xiaohong Lin, LinLin Zhang

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, Chinese painting, and so on. Every project will allow us to explore the culture of China through an artist's perspective and finding the resources to make beautiful artifacts of our learning. Students will celebrate a Chinese traditional festival together, explore Chinese people's ancient and modern lifestyle etc. While the course will be hands-on and fun, the aim of the course is to help students get to know the Chinese lifestyle and some traditional customs.

Ensemble/Band (What the Archer Hears) (1 Credit)

Prerequisite: None

Teacher: Angel Thompson

Whether you are a beginner, novice, intermediate or you view yourself as experienced, this is the place for you. In the early 1500's the first Camerata came into play where musicians, poets and intellectuals would come together to simply share their love of the arts. They would play in ensembles, write music, talk about life and express that through verse and song. You will quickly find that at CLA the Ensemble/Band is very much a modern Camerata. Musicians range from wanting to learn to those who have been playing for years. All come together to form a "family" as they learn from each other peer to peer, from Mrs. Thompson, play music, laugh and grow in appreciation of the sounds that collectively blend together in harmonies. Come and join the CLA Ensemble/Band, What the Archer Hears and experience the atmosphere as Mrs. Thompson encourages you to "Find your space and create."

Music Composition and Songwriting (Going Beyond Notation) (1 Credit)

Prerequisite: None

Teacher: Angel Thompson

Why? Why learn music instrumentation? Why take the time to learn an instrument, compose your own music and not just play what others, from the past, have already put to paper?

This class, Going Beyond Notation, will be your "Tributary". A tributary is another name for a river that flows into a larger body of water. How it gets to its destination is through different ways and means. How it flows in a manner of rushing to solemnness with its end purpose to flow and join another body of water.

MUSIC is a means that goes beyond itself and allows individual creation to flow into a larger "body" that has the ability to move a single person, or a mass gathering. To touch the world, even if it is but a single note. We will explore all styles of music, understand how they influence life today, and what your input into the musical world will touch and change. You will have the opportunity to share your love of music through projects as well as the use of your instruments. 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 an understanding of music or know how to play an instrument to be in the class. You will learn theory, notation, dynamics, how to 'hear' music, how to compose and analyze others music and your own. You will find encouragement to "find your space and create". By the time you finish with the course, you will have composed music of your own and you will have an understanding and ability with you to expand your life upon.

Music Appreciation & History: Language of the Soul (1 Credit)

Prerequisite: None

Teacher: Angel Thompson

I can only imagine what is going through your mind: “Oh great, a class where we have to learn about old, dusty composers and music that is heard at funerals.” You also may be thinking, “Easy A!”, “Coaster Class”.

I want you to picture it this way. You have just tasted the most amazing ice cream cake. It has 5 layers of chocolate, peanuts, cherries.... everything you can imagine. As you take your first taste you can barely express the sheer joy and you hope it does not end. Now, you want to share this dish with others, after all, if you are going for another bowl you don't want to go alone, you want others to share in the amazing taste of “heaven”.

This class is going to be like a large bowl of ice cream. It will go beyond what you think “it” is. You see, for me, MUSIC has a way of touching the inner soul of a person. It is a way people have expressed joy, angst, fear, sadness, celebration. It is a language that we all know universally. It tells a story; it tells your story.

Music appreciation goes beyond composers and “staunch” organs and chants. It is wrapped around blues, jazz, folk, bebop, hip hop, rock. It is about legacy, struggles and life's journey. In this class you will learn to listen, truly listen. Hear the beats, the melodies, and harmonies. To hear the movements and the stories that each musician, composer and genre lived and lives. You will come to realize that you have some things in common with past musicians and composers and they will inspire you in your work and life.

This class will be a class that brings you outside of a small box of simple, casual listening to embracing and realizing you were created for music. Your very heart has a “print” beat...that is your melody. The rest is the harmony you put around yourself. Come and join me for an exciting music experience.

Visual Arts I and II: Principles and Elements of Art (1 credit)

Prerequisite: None

Teacher: Emily Miller

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 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 keystone of our study.

Visual Arts III and IV: Intermediate and Advanced Studio Arts (1 credit)

Prerequisite: Visual Arts I, or permission of instructor

Teacher: Emily Miller

This course will take the skills and talents we explored in Visual Arts I and II and expand them to professional levels. 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 in addition to traditional materials like paper and pencil, paint and canvas. We will explore traditional skills and experiment with new ways to express ourselves and solve problems, and discover more about the history of artists and art-making.

CATE (Career and Technology Education)

Entrepreneurship (1 credit)

Prerequisite: None

Teacher: Maddie Kauffman

The Introduction to Entrepreneurship course is designed to not only serve as a catalyst for discovery but also provide a launching point into the world of entrepreneurship. The goal of the course will be to provide students with the confidence to take a dream and turn it into a business, whether that be a non-profit or for-profit. Core take-aways will be demonstrating mastery use of design thinking principles when writing a business plan in support of their business idea.

Essential Communications (1 credit)

Prerequisite: None

Teacher: Maddie Kauffman

In the Essential Communications course, students will learn to communicate in a clear, courteous, concise, complete, and correct manner on both personal and professional levels. Competency will be developed in oral, written, interpersonal, technological, and employment communication. Listening skills will be incorporated throughout the course.

Financial Fitness (1 credit)

Prerequisite: None

Teacher: Maddie Kauffman

Want to get more for your money? Want to learn to spend your money wisely? If so, this is the course you should take. Financial Fitness is designed to help students develop financial management skills by evaluating marketplace alternatives, creating a personal budget, understanding consumer rights and responsibilities, understanding the impact of career choices on personal goals, and making informed consumer decisions. Learning experiences provide real-life application concepts such as budgeting money, using credit, and avoiding scams, ripoffs, and identity theft.

Leadership & Personal Development (Freshman Forum) (1 credit)

Prerequisite: None

Teacher: Maddie Kauffman (co-facilitated by other qualified faculty)

Our Leadership and Personal Development course is focused on developing self-awareness, self-advocacy skills, enhancing interpersonal skills, team-building and creating effective communications. Through daily activities, guest speakers, interactive impact-based service projects, those participating will improve their leadership skills.

Living Practically (1 credit)

Prerequisite: None

Teacher: Emily Miller

Your life is a story, a story that you get to write and you get to tell. You have it within your power to create a great story, a story of significance and joy, of meaning and worth. The pages of your life story can be filled with wonder and greatness, if you know the secret: living with intentionality. In this course we will be setting the course for your life, making a plan to write a great story of you. We will combine the understanding of basic elements of life from time management to financial aid for college to sewing on a button, to some much larger questions - "What do I want to *do*?" and "What do I want to *be*?" Students will largely plan their own course of study, marking milestones in their own self-awareness journey by setting

and meeting goals, making plans and dreaming dreams. Projects for this class will be conceived by the students to be most relevant to their particular story.

Marketing (1 credit)

Prerequisite: None

Teacher: Maddie Kauffman

Marketing introduces marketing concepts and examines the economic, marketing, and business fundamentals, in addition to the marketing functions of selling, promotion, and distribution. The standards listed are core standards and those standards reflecting the needs of the local business community. This is the basic course in the marketing curriculum and should be taken before the specialized courses.

Digital Media Studies (1 credit)

Prerequisite: None

Teacher: TBD

Digital Media Studies will help students become better consumers and creators of digital media. Students will be immersed in graphic design, audio production (including podcasts), video production, social media management, and web design. Participants will analyze various examples of digital media, learn how to use digital media software and hardware, and create content that will be shared on CLA's website and social networks. The class will also learn to use digital media tools to become effective activists and serve their communities.

English Language & Literature

English I: The Art of Persuasion: It's Not What You Say, It's How You Say It (1 credit)

Prerequisite: Freshman Forum

Teacher: Dave Weber

English I is designed for the globally competent 21st-century learner. In this course, you will read, analyze, interpret, and construct a variety of rhetorical forms including argumentative, analytical, and expository texts. You will investigate literature, news articles, memes, advertisements, political discourse, propaganda, and other works to strengthen your understanding of rhetoric and how to effectively use the tools in your communication toolbox. By the end of this course, you will be able to analyze a variety of rhetorical situations and know which tools to use to communicate more effectively.

Honors Challenge: Supplemental assignments and tasks will be made available for students who wish to further enhance their academic coursework in English I. Please see me if you are interested.

English I: Monster Literature (1 credit)

Prerequisite: Freshman Forum

Teacher: Adam Townsend

Thump. Thump. Thump. What's that, moving in the dark? Is it a werewolf? Frankenstein's monster? A genetically engineered dinosaur? Or, perhaps it's the embodied repercussions of human exploitation of nature through science?! Since the dawn of history, and even before, humans have been afraid of the "things that go bump in the night." And since the dawn of history, humans have been giving names and faces to those things through stories, monster

stories. These tales of terror served as warnings, but also served to bind people together against a common foe or obstacle. As time has gone by, the monsters have changed. And with each generation, humanity has added new monsters to its gallery of ghoulish beasts and nightmares. In this class, we will look at these nightmares and dispel them. We will examine these monsters in literature and pop culture. We will look behind the mask and ask what fears each monster represents and how these monsters serve as metaphors and repositories for the anxieties of the culture that produced them. Finally, we will take what we have learned and apply it to our own culture, where we will write our own monster stories. This course is about facing fears, and dispelling them, because once the monster is unmasked, we then see it for what it is, and what it says about us.

English II: Worth a Thousand Words: Exploring the Effect of Visuals on Literature (1 credit)

Prerequisite: Successful completion of English I

Teacher: Dave Weber

In this course, students will read, analyze, and interpret comic books for their literary merit and discuss the effects visual aids have on interpreting literature. Additionally, students will read and analyze informational texts and debate the literary merits of comic books. Students will then use their findings to create their own anthology of comic stories which represent how they see themselves viewed by society. They will work collaboratively to gain real-world experience with workshopping, story creation, and submission of their work to a reputable source.

Eligibility for Honors Challenge will require completing additionally assigned text selections and more elaborate composition tasks and expectations (these dimensions will be added to scoring rubrics).

English II: Behind the Curtain (Investigating the Theme of Illusion Vs. Reality in Literature) (1 credit)

Prerequisite: Successful completion of English I

Teacher: Chuck Walker

In this course, we will explore the theme of illusion vs. reality by investigating how diverse authors have endeavored to show the relationship of illusions to reality throughout the human experience. To assist our discussion, we will read, analyze, and interpret a variety of works for their literary merit by measuring their use of character(s), setting(s), plot, and a variety of other literary elements. Additionally, we will read and analyze informational texts to assist our understanding of the literary merits of fictional works. We will then use what you learned to create a variety of original written works, which will be used to assess the mastery of our course standards. We will work collaboratively to gain real-world experience through workshopping story creation and submission of our work to a reputable source. Additionally, we will prepare for the South Carolina English II EOC.

Eligibility for Honors Challenge will require completing additionally assigned text selections and more elaborate composition tasks and expectations (these dimensions will be added to scoring rubrics).

English III: “Hold Fast to Dreams” (Investigating the American Dream in Literature)

(1 credit)

Prerequisite: Successful completion of English II

Teacher: Chuck Walker

In this course, we will explore the theme of the American Dream by investigating how diverse authors have endeavored to explore what the American Dream means to them. To assist our discussion, we will read, analyze, and interpret a variety of works for their literary merit by measuring their use of character(s), setting(s), plot, and a variety of other literary elements. Additionally, we will read and analyze informational texts to assist our understanding of the literary merits of fictional works. We will then use what you learned to create a variety of original written works, which will be used to assess the mastery of our course standards. We will work collaboratively to gain real-world experience through workshopping story creation and submission of our work to a reputable source.

English IV: Poetry Workshop (1 credit)

Prerequisite: Successful completion of English III

Teacher: Adam Townsend

If a rose, called by any other name, is still just a rose, what is the value of studying poetry? What purpose does it serve in our lives? Many people have felt that poetry was a superfluous study and a useless exercise. And yet, poetry has been with us since the dawn of civilization, and there have been uncountable poets and numerous poetic movements. Even today, one needs only to turn on the radio to hear poetry set to music. So, what is it about poetry that has so resonated in human hearts throughout history? What does it capture? What does it say to us? What does it enable us to do and to express? And how does it enable us to listen? In this course, we will be discovering how poetry relates to us. We will read the works of great poets and become familiar with poetic movements. We will ask ourselves what poems are saying to us and how they impact us. Furthermore, we will learn how to express our own thoughts and feelings through poetry, so that we may share them with others in meaningful and powerful ways.

Journalism/Yearbook (1 credit)

Prerequisite: Successful completion of English I

Teacher: Chuck Walker

Course Description: In this course, we will explore the world of journalism through the production of school publications including the yearbook, online newspaper, literary magazine, video production, podcasting, and radio. We will explore how journalism serves as a positive disruptor of the status quo. Students will receive training in all aspects of journalism through the lens of professional standards as set forth by the South Carolina Scholastic Press Association, the Southern Interscholastic Press Association, the Journalism Education Association, and the Columbia Scholastic Press Association. Students will learn techniques in writing, editing, creating, designing, photography, layout, videography, and recording. You will have fun every day in this class!

Global Languages

Introduction to American Sign Language (1 credit)

Prerequisite:

Potential 2nd Semester offering. Description pending.

Mandarin I (1 credit)

Prerequisite: be interested in Chinese learning

Teachers: LinLin Zhang

The course is designed for students with no or minimal previous background in spoken or written Mandarin. In this course, students will develop five language skills in Mandarin: Speaking, Listening, Writing, Reading and Typing. 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 requires 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)

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

Teachers: LinLin Zhang

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, provide the real communication environment for students to improve their Mandarin in listening, speaking, reading, writing.

The instruction language in class would be 30 percent of English and 70 percent of Chinese and students are required to keep learning Chinese through language app "duolingo" after class.

Mandarin III (1 credit)

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

Teachers: Xiaohong Lin

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 and writing. Students will learn more Chinese characters and grammar to help them write through email, diary etc. 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

understanding of both. The instruction language in class would be 30 percent of English and 70 percent of Chinese. Group Activities, individual tasks, as well as assorted projects will be key parts of the whole learning process.

Mandarin IV (1 credit)

Prerequisite: Mandarin III

Teachers: Xiaohong Lin

This course is designed for improving students' three modes of communication: interpersonal, presentational, and interpretive through authentic materials, such as movies, songs, picture books, etc. Students will learn through various activities from dubbing, movie talk, storytelling, singing songs, and so on. In this process, students will shape the habit of thinking in Chinese. The instruction language in class would be 30 percent of English and 70 percent of Chinese. By the end of the course, students can cultivate some methods they like to keep learning Chinese beyond class.

Spanish I (1 credit)

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

Teacher: Esteban Pope

This is the introductory course for a Spanish language learner. The course is designed to help develop the three modes of communication: interpersonal, presentational, and interpretive. For the interpersonal mode students will learn and practice informal conversation and informal initial writing in the form of an email. For the presentational mode students will learn and practice formal one minute presentations and formal narrative writing. For the interpersonal mode students will focus on identifying important details and main ideas in a variety of audio clips and in a level one Spanish book written in the present tense with around 400 unique words. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages.)

Spanish II (1 credit)

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

Teacher: Esteban Pope

This course is designed for students who have successfully completed their first year of Spanish. It is a course which reinforces and strengthens the students' ability to speak, read, listen, and write in Spanish, systematically review grammar previously studied, master new concepts, and enhance the students' knowledge of the cultural diversity of the Spanish-speaking world. The emphasis on improvement of oral and aural skills will be considerable, as the student integrates language skills through extensive interactive simulations, which give the student ample opportunities throughout the course to integrate intrapersonal, interpersonal, and presentational skills.

Students will also learn to look at works of art and archeology critically, with intelligence and sensitivity, and to articulate what s/he sees or experiences. Participants will also be exposed to literature, historical and current events of Spanish-speaking countries through authentic newspapers and magazines, music, movies, radio and television productions, literary texts, and virtual visits online. They will read two books geared to their level, short stories, news articles, and poetry, and produce their own various forms of writing, showcasing the vocabulary and verb tenses introduced and practiced in this course.

The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages.)

Spanish III (1 credit)

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

Teacher: Esteban Pope

This is the intermediate- advanced course for a Spanish language learner. The course is

designed to help develop the three modes of communication: interpersonal, presentational, and interpretive. For the interpersonal mode students will learn and practice informal and formal conversation and informal initial writing in the form of an email reply. For the presentational mode students will learn and practice formal two minute presentations and formal synthesis essay writing. For the interpersonal mode students will focus on identifying important details, main idea, characterization, point of view and author's purpose in a variety of audio clips and in a level three Spanish book written in the various verb tenses with around 500-600 unique words. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages.)

History & Social Studies

Current Events (1 credit)

Prerequisite: None

Teacher: Ashley Johnson

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 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/Finance (1 credit)

Prerequisite: U.S. History & Constitution or Permission of Teacher

Teacher: Ashley Johnson

Government (first 9 weeks)

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 this United States Government course, 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/Finance (second 9 weeks)

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.

Introduction to World Religion (1 credit--dual-enrollment via HGTC)

Prerequisite: Course is reserved for Juniors and Seniors, must qualify via College Accuplacer assessment

Teacher: Adam Townsend

The subject of religion is often treated as a taboo topic in polite conversation. Often, people are afraid to talk about it or even ask questions about it, for fear of offending others. Sadly though, ignoring religion can very frequently lead to cultural misunderstandings, fear, prejudice, and an even greater chance of causing offence. However, by studying religions, one becomes familiar with the beliefs, culture, and rituals of people from all over the globe. Religious study helps one to develop better critical thinking skills, communication skills, and promotes intercultural knowledge. And on an individual level, by learning to better understand and appreciate the beliefs and of others, we better refine our own ideas and beliefs. In this course, we will be studying five of the world's largest/most influential world religions. These include: Hinduism, Buddhism, Judaism, Christianity, and Islam. We will examine each historically, cosmologically, doctrinally, and anthropologically. Practically speaking, this course will be designed to help students to have a more informed understanding for our increasingly diverse culture and global society.

Law & Society (1 credit)

Prerequisite: None

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.

Modern/World History (1 credit)

Prerequisite: None

Teacher: Ashley Johnson or Sarah Vicini

World History will focus on a thematic study of the cultures, history, politics, law, economics, arts, sciences, religions, and military conflicts throughout the world from the dawn of civilization to the present day. Students will explore primary and secondary sources to discover

historical context, find patterns in behavior, determine trends throughout history, and assert theories for the future of world events. This course will require students to develop deeper critical-thinking, written expression, and oral communication skills throughout their studies.

Psychology (1 credit)

Prerequisite: None

Teacher: Sarah Vicini

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 --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.

U.S. History & Constitution (1 credit)

Prerequisite: Modern/ World History

Teachers: Ashley Johnson or Sarah Vicini

United States History is a required 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 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.

Mathematics

Algebra II (1 credit)

Prerequisite: Algebra I & Geometry (or permission of the teacher)

Teacher: Nick Smaldone

Students will build upon their knowledge and skills obtained in Algebra I and Geometry, focusing on function analysis and graphical representation. This will be a rigorous study in the application of linear programming, quadratics, radical and rational functions, exponential and logarithmic functions, conic sections, sequence and series, with a brief introduction to trigonometry.

Foundations in Algebra/Intermediate Algebra (1 credit)

Prerequisite: None

Teacher: Shanna Graham

This introductory math course is a two-part 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. **Intermediate Algebra** is a continuation of the development of the skills and concepts of algebraic thought and practice.

Geometry: Shaping Our World (1 credit)

Prerequisite: Algebra I

Teacher: Shanna Graham

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 & Statistics (1 credit)

Prerequisite: None

Teacher: Nick Smaldone

Topics to be covered will include creating and interpreting graphical data displays, statistical summary measure, least square regression, principles of survey and experiment design, probability, random variables, and statistical inference. Students will learn a variety of inference procedures and learn to choose the appropriate procedure dependent on the situation and question of interest. Students will learn to interpret the results of statistical inference procedures. Students will use Desmos, spreadsheets, and/or graphing calculators to facilitate statistical calculations and summary graphical displays.

Physical Education & Health

Physical Education: Body, Mind & Spirit (1 credit)

Prerequisite: None

Teacher: James Brown

In this class you will learn the importance of well-being, nutrition and fitness. Each day our class will be engaged in a wide variety of fitness components ranging from deep stretching, yoga, kayaking, cycling, weight training to running, walking and establishing a diet plan. Our students here at CLA will be challenged daily to bring the best version of themselves as we guide them to establishing a solid lifelong fitness plan.

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.

Science

Anatomy & Physiology (1 credit- lab science)

Prerequisite: Biology I

Teacher: Ashley Salsberry

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!

Astronomy (1 credit-lab science)

Prerequisite: Earth Science or Physical Science

Teacher: Justin Leighty

Have you ever stood under the stars at night and wondered what else was out in space? Astronomy is the scientific study of the contents of the entire Universe. This course introduces you to the composition and structure of our solar system and the universe and will provide the student with a study of the universe and the conditions, properties, and motions of bodies in space. We will discuss topics like historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth as a system in space, the earth/moon system, the sun as a star, and stars.

Biology I (1 credit- lab science)

Prerequisite: Earth Science

Teacher: Ashley Salsberry

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?

Chemistry (1 credit-lab science)

Prerequisite: Algebra I

Prerequisite: Biology I

Teacher: Justin Leighty

In this course students will explore macroscopic level phenomena and develop particulate level explanations for those phenomena. Students will design and implement laboratory investigations to uncover ideas and laws in chemistry and to confirm their veracity. Students will explore topics in atomic structure, chemical bonds, chemical reactions, stoichiometry, gas behavior, thermochemistry, nuclear chemistry, chemical equilibrium and more.

Earth Science (1 credit)

Prerequisite: none

Prerequisite:

Teacher: Ashley Salsberry

The biosphere, climate, earthquakes and volcanoes. Earth science is a course designed to teach students about features and processes of the earth and its atmosphere. We will explore geological features, weather and climate and how life on earth has been and could be supported in the past, present, and future. We will also be introduced to Biology on earth and objects outside of our solar system.

Forensics (1 credit)

Prerequisite: None

Teacher: Justin Leighty

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-lab science)

Prerequisite: Biology I

Teacher: Ashley Salsberry

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 (1 credit-lab science)

Prerequisite: Algebra II

Teacher: Justin Leighty

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.

Edmentum & Virtual SC (Independent Study)

Both Edgenuity and VirtualSC provide students access to online virtual learning courses offered for an initial unit of high school credit. In addition, both offer access to content recovery programs for students who have been identified 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.

P.A.C.E. & Tech. Scholars -- Horry Georgetown Technical College

Dual Enrollment through the Program for Accelerated College Enrollment (PACE) OR Tech. Scholars Program. The PACE program offers opportunities for eligible students to get a head start on college or a technical training certification pathway. The PACE and Tech. Scholar programs enable 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/Tech. Scholar Program

PACE/Tech. Scholar 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 courses towards a SC Honors Diploma;
- Reduce overall college costs significantly.

Eligibility

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

- Permission is required for **all** high school students to enroll in PACE/Tech. Scholar courses.
- Funding for textbooks is the responsibility of the parents. Tuition for qualified PACE/Tech. Scholar courses will be provided at no cost to the student for the first class if only taking one class. Students who continue must take two courses in the same semester to qualify for lottery money.
- PACE/Tech. Scholar 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/Tech. Scholar classes per semester may be taken during the school day. PACE/Tech. Scholar 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/Tech. Scholar 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 B or higher in each course to be eligible to continue in the PACE/Tech. Scholar program as a CLA student.

Crew & Committee

CREW

These advisories are intended to serve as a collection of mini-community/family cohorts and offer a regular, reliable touchstone for our students to come together with a mentor-coach to check-in and commit to common service projects and also creative fundraising to benefit the school's student activities fund.

COMMITTEES/ASMs/COMMUNITY COUNCIL

CLA's committees are heterogeneous multi-age cohorts that meet during scheduled times during the week and determine and design their priorities and action plans with an eye on school improvement. Each Friday there is a designated ASM (all-school meeting) that will encompass town hall style democratic forums to discuss and debate proposals brought by our various committees, as well as presentations and/or sponsored guest speakers from the community, short films, performances, etc. Each committee will be expected to appoint a member to serve on the school's Community Council that will be a shared-stakeholder advisory team composed of students, staff, and parent-caregivers that meets once a month (or as needed) to serve as a bridge to our Board of Directors.

Community Studies:

Internships/Service

Internship

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?)