

Delta High School

Fall 19-20 Course Descriptions

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- 1. Art**
- 2. English Language Arts**
- 3. Health/Physical Education**
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- 5. Social Studies**
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Drawing Fundamentals

Credit Area:	Skilled Elective						
Credit Amount:	0.50						
Instructor:	Dalton Kendrick						
Outside Work Per Week:	1 - 2 Hours						
Prerequisites:	None						
Skill Level:	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Intro</td> <td style="width: 33%; text-align: center;">Mid</td> <td style="width: 33%; text-align: center;">High</td> </tr> <tr> <td colspan="3" style="text-align: center;">XXXXXXXXXXXXXXXXXXXXXXX</td> </tr> </table>	Intro	Mid	High	XXXXXXXXXXXXXXXXXXXXXXX		
Intro	Mid	High					
XXXXXXXXXXXXXXXXXXXXXXX							
Students Should Provide:	N/A						

Course Content and Techniques:

Drawing is a skill used to represent both the imaginative and the real. In this foundational course, students will be refining fundamental drawing skills by focusing on line, construction, composition, value, color theory, proportion, and perspective. We will investigate the characteristics of graphite, charcoal, ink, and colored pencils as tools for creating unique works of art. Each student will explore ways to use drawing to boost creativity, solve problems, and represent what they see and imagine through a series of projects and sketchbooks assignments. All students will be expected to keep a sketchbook and to devote time outside of class to practice their drawing skills. If you are interested in improving or expanding your drawing techniques, this course is for you.

Objectives:

- To increase technical drawing skills and knowledge of art materials
- To effectively communicate ideas and experiences through drawing
- To generate a small portfolio composed of different projects, drawing techniques, and exercises
- To improve patience, craft, and creative problem solving

Evaluation Based On:

Engaged participation, personal effort and improvement, material experiments, technical exercises, successful completion of projects, self-evaluations, reflections, artist statements, class critiques, sketchbook assignments, writing assignments, and a final drawing portfolio.

**PLEASE NOTE: Nudity and other controversial topics have been a part of the tradition of Western Art for centuries. My experience has been that when controversial images are presented in a context of thoughtful discussion, Delta students are quite capable of responding in a mature manner. However, team members who are concerned should be aware that such images may be viewed in this course at any time.*

Painter's Palette 1

Credit Area:	Skilled Elective						
Credit Amount:	0.50						
Instructor:	Dalton Kendrick						
Outside Work Per Week:	1- 2 Hours						
Prerequisites:	Previous drawing experience						
Skill Level:	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Intro</td> <td style="width: 33%; text-align: center;">Mid</td> <td style="width: 33%; text-align: center;">High</td> </tr> <tr> <td colspan="3" style="text-align: center;">XXXXXXXXXXXXXXXXXXXX</td> </tr> </table>	Intro	Mid	High	XXXXXXXXXXXXXXXXXXXX		
Intro	Mid	High					
XXXXXXXXXXXXXXXXXXXX							
Students Should Provide:	Nothing						

Course Content and Techniques:

Paint is a magical substance that can transform a room or make an idea a reality. Painter's Palette will focus on the fundamentals of painting by emphasizing brush techniques, color mixing, and blending while also learning the historical use of paint as an art material. This class will teach the whole process of painting, from planning out compositions and materials to creating a final work of art. Students will be expected to explore a wide range of subjects and styles including abstract, portrait, landscape, and still life. Students will be working with acrylic paint but we may also explore watercolor as the course progresses.

Objectives:

- To increase technical skills and knowledge associated with painting
- To increase knowledge of the different styles and eras of painting
- To effectively communicate ideas and experiences through art making
- To develop a portfolio of various painting styles
- To improve patience, craft, and creative problem solving

Evaluation Based On:

Engaged participation, personal effort and improvement, material experiments, technical exercises, successful completion of projects, self-evaluations, reflections, artist statements, class critiques, sketchbook assignments, writing assignments, and a final portfolio of class projects.

**PLEASE NOTE: Nudity and other controversial topics have been a part of the tradition of Western Art for centuries. My experience has been that when controversial images are presented in a context of thoughtful discussion, Delta students are quite capable of responding in a mature manner. However, team members who are concerned should be aware that such images may be viewed in this course at any time.*

Re-Con-Figure

Credit Area:	Skilled Elective
Credit Amount:	0.50
Instructor:	Dalton Kendrick
Outside Work Per Week:	1-2 Hours
Prerequisites:	Previous drawing experience
Skill Level:	Intro Mid High XXXXXXXXXXXXXXXXXXXXXXXX
Students Should Provide:	N/A

Course Content and Techniques:

Have a body? Know someone that does? Art has explored the similarities and differences of the human form since a hand was first outlined in a cave. In this class, students will explore the many ways artists have asked and reflected upon what it means to have a body. Projects will focus on developing a working understanding of the proportions of the human face and body along with opportunities to apply that knowledge in creative ways. The course will primarily focus on figure drawing exercises that explore human emotion, motion, costuming, and interactions between characters while utilizing a variety of art materials and techniques. If you are interested in drawing humans and experimenting with different techniques, this course is for you.

Objectives:

- To increase technical drawing skills and knowledge of proportions
- Create art using various techniques and materials
- To increase awareness about the ways we use and represent the figure in art
- To effectively communicate ideas and experiences through art making

Evaluation Based On:

Engaged participation, personal effort and improvement, material experiments, technical exercises, successful completion of projects, self-evaluations, reflections, artist statements, class critiques, sketchbook assignments, writing assignments, and a final portfolio of class projects.

**PLEASE NOTE: Nudity and other controversial topics have been a part of the tradition of Western Art for centuries. My experience has been that when controversial images are presented in a context of thoughtful discussion, Delta students are quite capable of responding in a mature manner. However, team members who are concerned should be aware that such images may be viewed in this course at any time.*

Advanced Topics in English 1

Credit Area:	English
Credit Amount:	.50 Weighted
Instructor:	Amy Allison
Outside Work Per Week:	4 - 5 Hours
Prerequisites:	No more than 1.5 credits in English; high level in reading or with permission of the instructor.
Skill Level:	<div style="display: flex; justify-content: space-around; align-items: center;"> Intro Mid High </div> <div style="text-align: center; margin-top: 10px;">  </div> <div style="text-align: right; margin-top: 10px;">XXXX</div>
Students Should Provide:	Writing materials, charged Chromebook, a positive attitude, willingness to read challenging texts and participate in discussion.

Course Content and Techniques:

This weighted course can be taken as an introduction to Topics II or independently. It is designed to challenge the younger student of English with a rigorous reading schedule and multiple writing tasks. Students will read from a variety of texts, discuss them in seminar format, lead discussion, and generate in-depth papers in a variety of forms. Students will be introduced to literary theory, and they will be expected to move beyond plot and focus on literary elements of theme, character, setting, etc. while relying on literary criticism. There are a variety of texts being considered for this class, and many of them deal with mature themes. The final decision will hinge on the class make-up itself, students' reading histories, and student voice. Following are some texts under consideration: *Lord of the Flies*, *Jane Eyre*, *Oedipus Rex*, *Brave New World*, *1984*, *The Poetics*, a number of short stories, essays and poetry.

NOTE: This is a writing and reading intensive course.

Objectives:

- To read thoroughly and carefully.
- To lead and participate in class discussion.
- To write fluidly on a number of literary works.

Evaluation Based On:

Evaluation will be based on objective quizzes and tests, a number of papers both analytical and creative, and class participation.

Fantasy Literature

Credit Area:	English
Credit Amount:	.50
Instructor:	Amy Allison
Outside Work Per Week:	2-3 Hours
Prerequisites:	No more than 1.5 credits in English.
Skill Level:	Intro Mid High XXXXXXXXXXXXXX
Students Should Provide:	N/A

Course Content and Techniques:

Through reading, discussion, lecture, and film, this course will examine the definition of fantasy, examples of works that help define the genre, and investigate why fantasy is currently so popular. Students will be reading a variety of works including short stories, a play and novels. In addition, there will be a secondary reading involved that supplements selected texts. Throughout these readings, students will be developing their literary analysis skills. Possible texts include:

- *Fairy Tales*
- *A Midsummer Night's Dream*,
- *The Lion, The Witch, and the Wardrobe*
- *The Golden Compass*
- *Abarat*

NOTE: This is a writing intensive course.

Objectives:

- To read and discuss fantasy through a variety of works.
- To improve critical analysis skills.
- To understand how fantasy works within popular culture.
- To write coherent short papers based on the works.

Evaluation Based On:

Short creative and analytical papers, objective quizzes, and a formal presentation.

Mythology (Experiential Class)

Credit Area:	English
Credit Amount:	.50
Instructor:	Amy Allison
Outside Work Per Week:	2 - 3 Hours
Prerequisites:	None
Skill Level:	Intro Mid High XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Students Should Provide:	Writing materials, Chromebook

Course Content and Techniques:

The course is designed to introduce students to Greek mythology: the Greek pantheon, creation myths, explanations myths, myths of lovers, heroes, Hades, constellations/zodiac, and Greek theater. The experiential component of this class may include the following:

- Participation in the Delta Olympic Games.
- The creation of Greek masks and a play.
- A visit to PSU's planetarium.
- An introduction to Greek music and food.

Because Greek mythology is closely tied to art, students will view a variety of images that reference the myths. Some of these images, discussion, and movie clips involve mature themes.

NOTE: This is a writing intensive course.

Objectives:

- To explore the stories that have become part of our cultural heritage.
- To improve vocabulary, reading, writing, note taking and discussion skills.

Evaluation Based On:

Short creative writing assignments, quizzes on lecture material and readings, and class participation.

Paragraph Writing Skills

Credit Area:	English
Credit Amount:	.25
Instructor:	Amy Allison
Outside Work Per Week:	Variable
Prerequisites:	No more than 1 credit of English, or with permission of the instructor.
Skill Level:	<div style="display: flex; justify-content: space-around; align-items: center;"> Intro Mid High </div> <div style="text-align: center; margin-top: 5px;">  </div> <div style="text-align: center; margin-top: 5px;"> XXXXX </div>
Students Should Provide:	Writing materials, charged Chromebook

Course Content and Techniques:

Geared for beginning writers, this course is a combination of lecture and practice. It will focus on composing and developing clear and well-defined sentences and paragraphs that make up a well-structured essay. We will learn about elements of a paragraph: topic, detail, and closing sentences. The class will practice various types of paragraphs and analyze them for organization and clarity. In addition, we will address elementary elements of grammar and punctuation.

NOTE: This is a writing intensive course.

Objectives:

- To help students improve their composition skills.
- To learn how to limit and define topics.
- To learn how to organize ideas.
- To improve the ability to express and communicate ideas in writing.

Evaluation Based On:

Completion of writing assignments, quizzes and student participation.

World Literature

Credit Area:	English						
Credit Amount:	.50						
Instructor:	Amy Allison						
Outside Work Per Week:	4 – 5 Hours						
Prerequisites:	At least one credit of English or with permission of the instructor.						
Skill Level:	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Intro</td> <td style="width: 33%;">Mid</td> <td style="width: 33%;">High</td> </tr> <tr> <td></td> <td style="text-align: center;">XXXXXXXXXXXXXX</td> <td></td> </tr> </table>	Intro	Mid	High		XXXXXXXXXXXXXX	
Intro	Mid	High					
	XXXXXXXXXXXXXX						
Students Should Provide:	Writing materials, Chromebook						

Course Content and Techniques:

Our world is rich with literature, so to limit our reading to just a few authors or one culture is to greatly shortchange our experiences. This course will allow students to sample a variety of genres from many cultures and historical periods in order to better understand the literature of the world. Through close reading, discussion, and writing, students will be introduced to structure, theme, character, and other components of literature. Currently, works from the following countries/cultures are being considered: Columbia, Argentina, Russia, Ireland, Palestine, Norway, China, and Greece.

Objectives:

- To be introduced to a variety of genres, cultures, and literary styles.
- To read critically and patiently.
- To research and write analytical and creative papers that synthesize what the student has learned from the texts.

NOTE: This is a writing intensive course.

Evaluation Based On:

Evaluation will be based on objective quizzes, analytical papers, creative papers and projects, and a formal presentation. Students are expected to be vocal participants in this class.

Writing Stories

Credit Area:	English
Credit Amount:	.25
Instructor:	Amy Allison
Outside Work Per Cycle:	1 – 2 Hours
Prerequisites:	No more than 1 credit of English, or with permission of the instructor.
Skill Level:	<p style="text-align: center;">Intro Mid High</p> <p style="text-align: center;">—————→</p> <p style="text-align: center;">XXXXX</p>
Students Should Provide:	Writing materials, charged Chromebook, a willingness to share

Course Content and Techniques:

Stories are an integral part of our culture. We tell our friends stories, our families stories, and many of us spend our evenings and weekends watching stories on some kind of screen. In this class students will be writing their own stories through a variety of techniques; for example, the entire class will all work with the same prompt, students will write installment stories, and students will write individual stories based on their interests.

This class will combine brief in-class discussion and lecture with a workshop for student writing time and review. As this is a writing class, students will be learning not just about story techniques, but also writing techniques, including stylistic devices and grammatical structures. Students in this class must be comfortable sharing their work in a supportive environment.

NOTE: This is a writing intensive course.

Objectives:

- To construct stories with attention to plot and character.
- To become comfortable generating, sharing, editing, and revising stories.
- To understand stylistic techniques and apply them to your own writing.
- To improve grammatical skills.

Evaluation Based On:

Evaluation will be based on a portfolio of work, class participation—vocally and in writing, and quizzes.

Advanced English Seminar 1

Credit Area:	English
Credit Amount:	.50 Weighted
Instructor:	Gary Masquelier
Outside Work Per Week:	4-5 Hours
Prerequisites:	Two credits of English; high level reading skills
Skill Level:	Intro Mid High XXXX
Students Should Provide:	Notebook

Course Content and Techniques:

In this course students will read and discuss classic and contemporary literature. Emphasis will be given to understanding the primary texts in both form and content. Authors' themes will be discussed, how these themes are presented, and what significance these themes might have in today's world. Emphasis will also be given to the historical context in which the authors lived and wrote. This class will function as a seminar, therefore students will frequently be given the responsibility of leading the class in discussion. Texts currently under consideration include: *The Great Gatsby* (Fitzgerald), *Invisible Man* (Ellison), *Heart of Darkness* (Conrad), "*A Good Man is Hard to Find*" and *Other Stories* (O'Connor), *Their Eyes Were Watching God* (Hurston), *The Stranger* (Camus), *Light in August* (Faulkner), *A Hundred Years of Solitude* (Garcia-Marquez), and *Jude the Obscure* (Hardy) *Man's Search for Meaning* (Frankl) and *Metamorphosis* (Kafka). **This will be a writing intensive class.**

Objectives:

- To read and discuss a variety of great literary works.
- To research and write on topics chosen for literary/historical significance.
- To better articulate in written and oral form.
- To lead class discussions on various topics relevant to the class's study.

Evaluation Based On:

Evaluation will be based on objective and subjective testing, oral and written reports, class participation, and creative projects. Typed reflections on the reading assignments will be included in the daily reading assignments.

African American Literature

Credit Area:	English
Credit Amount:	.50
Instructor:	Gary Masquelier
Outside Work Per Week:	3-4 Hours
Prerequisites:	None
Skill Level:	Intro Mid High XXXXXXXXXXXXXXXXXXXXX
Students Should Provide:	Notebook

Course Content and Techniques:

For over four hundred years African-Americans have made significant contributions to America’s literary canon. By focusing primarily on the poetry, fiction, and nonfiction of African American writers, students will become aware of this rich and full literary legacy. This class will be conducted as a survey course with selections that range from the early colonial days to the twentieth century. In addition to short works of literature, students will read at least one novel by an African-American author.

Objectives:

- To read and discuss a variety of literary works.
- To research and write on topics chosen for their literary/historical significance.
- To understand the historical significance of literature.
- To increase awareness of diversity in America’s literature and history.

Evaluation Based On:

Evaluation will be based on objective and subjective quizzes and tests, oral and written reports, and class participation.

Creative Writing

Credit Area:	English						
Credit Amount:	.50						
Instructor:	Gary Masquelier						
Outside Work Per Week:	3-4 Hours						
Prerequisites:	Writing skill - Level 3 or above, or permission of instructor.						
Skill Level:	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Intro</td> <td style="width: 33%; text-align: center;">Mid</td> <td style="width: 33%; text-align: center;">High</td> </tr> <tr> <td colspan="3" style="text-align: center;">XXXXXXXXXXXXXXXXXXXX</td> </tr> </table>	Intro	Mid	High	XXXXXXXXXXXXXXXXXXXX		
Intro	Mid	High					
XXXXXXXXXXXXXXXXXXXX							
Students Should Provide:	Notebook						

Course Content and Techniques:

Students will work to create original poetry, fiction, narratives, and/or plays. This class will function as a supportive writing workshop that will offer encouragement and constructive feedback. Students will be given opportunities to experiment with new styles and to perfect their writing skills.

Students will be expected to read aloud and discuss their own writing and the writing of other class members. Word processing will be necessary to facilitate composition, revision, and publication of student work. By the end of the semester, each student will have compiled a portfolio of original work.

**NOTE: This is a writing intensive course.*

Objectives:

- To improve writing skills.
- To experiment with various forms of creative writing.
- To critique and assist with the writing of classmates.
- To maintain a journal.

Evaluation Based On:

Evaluation will be based on the successful completion of written assignments, participation in workshop activities, a semester long journal, and a portfolio of various stages and types of creative writing.

Film Studies (Experiential)

Credit Area:	English						
Credit Amount:	.50						
Instructor:	Gary Masquelier						
Outside Work Per Week:	3-4 Hours						
Prerequisites:	None						
Skill Level:	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Intro</td> <td style="width: 33%; text-align: center;">Mid</td> <td style="width: 33%; text-align: center;">High</td> </tr> <tr> <td></td> <td style="text-align: center;">XXXXXXXXXXXXXXXXXX</td> <td></td> </tr> </table>	Intro	Mid	High		XXXXXXXXXXXXXXXXXX	
Intro	Mid	High					
	XXXXXXXXXXXXXXXXXX						
Students Should Provide:	Notebook						

Course Content and Techniques:

This course will be an introduction to the study of film as a form of literature. We will view and analyze various genre of film such as: film noir, documentary, horror, etc. We will also master rudimentary vocabulary used in the study of film. Along with a basic knowledge of filmography, students will “read” the films for their themes, techniques, stylistic devices, and historic context. A flexible chronological approach is used as a framework for our study. The culmination of this course will be a consideration of Alfred Hitchcock as director/auteur.

**NOTE: Students enrolled in this course will be watching some films that are designated with an R-rating. A rationale may be provided to parents along with a permission slip for each film.*

Objectives:

- To study film as a form of literature.
- To become a more informed and aware film audience.
- To examine the impact of film on society.
- To analyze various elements of film making.
- To master some basic film vocabulary.

Evaluation Based On:

Evaluation will be based on objective and subjective testing, discussions, projects, viewing journals, and brief essays.

Shakespeare 1

Credit Area:	English						
Credit Amount:	.50						
Instructor:	Gary Masquelier						
Outside Work Per Week:	3-4 Hours						
Prerequisites:	None						
Skill Level:	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 0 20px;">Intro</td> <td style="padding: 0 20px;">Mid</td> <td style="padding: 0 20px;">High</td> </tr> <tr> <td></td> <td style="text-align: center;">XXXXXXXXXXXXXXXXXX</td> <td></td> </tr> </table>	Intro	Mid	High		XXXXXXXXXXXXXXXXXX	
Intro	Mid	High					
	XXXXXXXXXXXXXXXXXX						
Students Should Provide:	Notebook						

Course Content and Techniques:

This course will be an introduction to the study of film as a form of literature. We will view and analyze various genre of film such as: film noir, documentary, horror, etc. We will also master rudimentary vocabulary used in the study of film. Along with a basic knowledge of filmography, students will “read” the films for their themes, techniques, stylistic devices, and historic context. A flexible chronological approach is used as a framework for our study. The culmination of this course will be a consideration of Alfred Hitchcock as director/auteur.

**NOTE: Students enrolled in this course will be watching some films that are designated with an R-rating. A rationale may be provided to parents along with a permission slip for each film.*

Objectives:

- To study film as a form of literature.
- To become a more informed and aware film audience.
- To examine the impact of film on society.
- To analyze various elements of film making.
- To master some basic film vocabulary.

Evaluation Based On:

Evaluation will be based on objective and subjective testing, discussions, projects, viewing journals, and brief essays.

Archery 1

Credit Area:	Physical Education
Credit Amount:	.25
Instructor:	Eric Marshall
Outside Work Per Cycle:	N/A
Prerequisites:	20 lbs. draw weight on bows
Skill Level:	Intro Mid High XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Students Should Provide:	N/A

Course Content and Techniques:

First and foremost, students will learn about Safety. It just so happens that according to the National Safety Council, archery is safer than every ball sport offered in schools except table tennis. We'll discuss and learn how to target shoot safely.

Target archery is a lifetime skill and is safe, wholesome, and non-controversial. The program is designed to reach all students. The equipment designated for use is suited for all grades. No matter the students size, ability, or gender every archer uses an identical bow, identical arrows, and learns to shoot at distances that guarantee immediate success.

Objectives:

- Students will demonstrate how to safely handle and shoot a bow
- Students will participate in bow shooting

Evaluation Based On:

Participation and following Safety protocols

Couch to 5K

Credit Area:	Physical Education
Credit Amount:	.25
Instructor:	Eric Marshall
Outside Work Per Cycle:	Complete 1- 5k race
Prerequisites:	N/A
Skill Level:	Intro Mid High xxxxxxxxxxxxxxxxxxxxxxxxxx
Students Should Provide:	Running Shoes/Apparel

Course Content and Techniques:

This 9-week program enables you to transform your sedentary lifestyle into an active one where you can run for 30 minutes or 5 kilometers (3.1 miles). The plan's structure prevents new runners from giving up and at the same time challenges them to continue moving. This class will be participating in a local 5k event scheduled during the last week of the class.

Objectives:

- Students will be able to demonstrate the ability to complete a 5k
- Students will improve personal fitness level.
- Students will demonstrate competency in running safely on the roads.

Evaluation Based On:

Class participation, skills test, and written test on traffic rules.
FITT Principle

Fitness Plus

Credit Area:	Physical Education
Credit Amount:	.25
Instructor:	Eric Marshall
Outside Work Per Cycle:	None
Prerequisites:	None
Skill Level:	Intro Mid High XXXXXXXXXXXXXXXXXXXXX
Students Should Provide:	Athletic shoes/Change of clothes

Course Content and Techniques:

This is for the student who wants to improve their fitness level and overall health through the winter holidays. Utilizing several workout strategies including High Intensity Interval Training (HIIT), Tabata sequencing, and popular workout videos, this class will include aerobics, weights, and yoga. Students will learn the concepts of frequency, intensity, time (duration), and type as they relate to their overall fitness.

Objectives:

Students will be able to define and give examples of the different aspects of fitness.
Students will participate in moderate to vigorous physical activity.

Evaluation Based On:

Class participation and appropriate dress.
FITT Principle.

Fitness Walking

Credit Area:	Physical Education						
Credit Amount:	.25						
Instructor:	Eric Marshall						
Outside Work Per Cycle:	None						
Prerequisites:	None						
Skill Level:	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Intro</td> <td style="width: 33%; text-align: center;">Mid</td> <td style="width: 33%; text-align: center;">High</td> </tr> <tr> <td colspan="3" style="text-align: center;">XXXXXXXXXXXXXXXXXXXXXXX</td> </tr> </table>	Intro	Mid	High	XXXXXXXXXXXXXXXXXXXXXXX		
Intro	Mid	High					
XXXXXXXXXXXXXXXXXXXXXXX							
Students Should Provide:	Athletic Shoes						

Course Content and Techniques:

Can you really walk your way to fitness? You bet! Turning your normal walk into a fitness stride requires good posture and purposeful movements. New to the Delta curriculum, fitness walking is designed to help you: Maintain a healthy weight, strengthen your bones and muscles, and improve your mood. The faster, farther and more frequently you walk, the greater the benefits.

Objectives:

- An understanding of the strategies, safety and etiquette associated with walking.
- An understanding of the mental and physical health benefits to be derived from walking.
- An appropriate level of proficiency in personal fitness as it relates to components such as cardiovascular endurance, muscular strength and endurance, flexibility, body composition, balance, coordination, and agility.

Evaluation Based On:

- Class participation/effort.
- FITT Principle.
- Dress

Mental Health

Credit Area:	Health						
Credit Amount:	.25						
Instructor:	Eric Marshall						
Outside Work Per Cycle:	4 hours						
Prerequisites:	None						
Skill Level:	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Intro</td> <td style="width: 33%;">Mid</td> <td style="width: 33%;">High</td> </tr> <tr> <td colspan="3" style="text-align: center;">xxxxxxxxxxxx</td> </tr> </table>	Intro	Mid	High	xxxxxxxxxxxx		
Intro	Mid	High					
xxxxxxxxxxxx							
Students Should Provide:	Chromebook						

Course Content and Techniques:

An introductory course, Mental Health offers a blend of information and exercises to assist the student in developing necessary skills for living in a world where alcohol tobacco, medicines and other drugs are readily available. Involves a variety of individual and small group educational activities.

Objectives:

Students will be able to describe and develop strategies for coping with stress.
 Students will be able to identify mental health disorders.
 Students will be able to advocate for safe mental health.

Evaluation Based On:

Evaluation will be based on objective quizzes and tests.
 Class participation.

Relationships (Experiential Class)

Credit Area:	Health						
Credit Amount:	.25						
Instructor:	Eric Marshall						
Outside Work Per Cycle:	4 hours						
Prerequisites:	None						
Skill Level:	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Intro</td> <td style="width: 33%;">Mid</td> <td style="width: 33%;">High</td> </tr> <tr> <td colspan="3" style="text-align: center;">XXXXXXXXXXXXXXXXXX</td> </tr> </table>	Intro	Mid	High	XXXXXXXXXXXXXXXXXX		
Intro	Mid	High					
XXXXXXXXXXXXXXXXXX							
Students Should Provide:	Chromebook						

Course Content and Techniques:

Teens experience many challenging situations in high school. Being able to manage relationships with friends and family greatly reduces some of life's biggest stressors. This comprehensive sex education course is beneficial to your overall health and well-being.

Objectives:

Students will be able to describe and develop strategies for coping with stress.
 Students will be able to identify bacterial and viral STDs.
 Students will be able to advocate for safe sexual health.

Evaluation Based On:

Evaluation will be based on objective quizzes and tests.
 Class participation.

Road Bicycling

Credit Area:	Physical Education
Credit Amount:	.25
Instructor:	Eric Marshall
Outside Work Per Cycle:	4 hours
Prerequisites:	Mountain Bike and Helmet
Skill Level:	Intro Mid High xxxxxxxxxxxxxxxxxxxxxxxxxxxx
Students Should Provide:	bike/helmet/and appropriate dress

Course Content and Techniques:

The focus of this course will be bicycle safety, basic bicycle maintenance, and **Road Biking**. This class will teach students how to ride safely on roads and bike trails/lanes

Objectives:

Students will be able to demonstrate safe bike riding skills.

Students will be able to perform basic bicycle maintenance.

Students will demonstrate competence in traffic regulations that pertain to bicycles

Evaluation Based On:

Class participation, skills test and written test on traffic rules.

Ultimate Frisbee

Credit Area:	Physical Education
Credit Amount:	.25
Instructor:	Eric Marshall
Outside Work Per Cycle:	None
Prerequisites:	None
Skill Level:	Intro Mid High XXXXXXXXXXXXXXXXXXXXX
Students Should Provide:	Athletic Shoes

Course Content and Techniques:

One of Delta’s most popular physical education classes, Ultimate Frisbee is an exciting, physically active sport. For all levels of experience, Ultimate Frisbee will surely increase your fitness level while playing one of life’s best recreational activities.

Objectives:

Students will be able to identify the rules of Ultimate Frisbee.
 Students will increase their physical fitness through moderate to vigorous activity.

Evaluation Based On:

Class participation and appropriate dress.
 FITT Principle.

Yoga

Credit Area:	Physical Education
Credit Amount:	.25
Instructor:	Eric Marshall
Outside Work Per Cycle:	Attend 1 yoga class outside of class
Prerequisites:	N/A
Skill Level:	Intro Mid High XXXXXXXXXXXXXXXXXXXXXXX
Students Should Provide:	n/a

Course Content and Techniques:

In this class, postures are practiced to align, strengthen and promote flexibility in the body. ... Full-body relaxation and balance are the goals, as we make a full circuit of the body's range of motion with standing postures, twists, backbends, and forward folds

Objectives:

- Students will be able to demonstrate improved flexibility
- Students will improve personal fitness level.
- Students will demonstrate competency in yoga movements.

Evaluation Based On:

Class participation, skill test, and project.
FITT Principle

Biology

Credit Area:	Science						
Credit Amount:	1.0						
Instructor:	Jessica Boyer						
Outside Work Per Week:	1-2 hours						
Prerequisites:	1 credit of science or teacher recommendation						
Skill Level:	<table><tr><td>Intro</td><td>Mid</td><td>High</td></tr><tr><td colspan="3">XXXXXXXXXXXXXXXX</td></tr></table>	Intro	Mid	High	XXXXXXXXXXXXXXXX		
Intro	Mid	High					
XXXXXXXXXXXXXXXX							
Students Should Provide:	Binder/Folder to organize course materials						

Course Content and Techniques:

This course will provide an in-depth introduction to the fundamental topics within the field of biology. Biology provides a foundation for further studies in biological sciences and is geared toward students preparing for the Biology Keystone Exam. Areas of study include Keystone Biology Exam topics, Principles of Biology, Chemical Basis of Life, Bioenergetics, Homeostasis and Transport, Cell Growth and Reproduction, Genetics, Theory of Evolution, and Ecology.

Objectives:

1. Students will gain knowledge of the major themes in biology including Unity in the Diversity of Life, Interdependence of Organisms, and Evolution of Life in preparation for the Biology keystones.
2. Students will learn about different tools and techniques used to study biology.

Evaluation Based On:

Laboratory activities and projects, homework, quizzes, and tests.

Cell Communication and Neuroscience

Credit Area:	Science
Credit Amount:	.5
Instructor:	Jessica Boyer
Outside Work Per Week:	1 hour
Prerequisites:	None
Skill Level:	Intro Mid High XXXXXXXXXXXXXXXXXX
Students Should Provide:	Binder/Folder to organize course materials

Course Content and Techniques:

We will investigate the innermost workings of different types of cells from the structure and function of organelles to communication on a molecular level. Did you ever wonder how cells “talk” to each other? What happens when cells have faulty communication? Did you ever wonder how a drugs affect cell communication? We will use basics about nerve cell communication to understand the reward pathway of the brain. and students will gain insight into the science of addiction.

Objectives:

1. Students will become familiar with the structure and function of cells and focus on the cell membrane to learn how cells communicate.
2. Students will become familiar with a basic understanding of heredity.
3. Students will learn basic neuroscience.
4. Students will apply their knowledge of cells and heredity to understanding the science of addiction.

Evaluation Based On:

Completion of the daily labs, assignments, and projects. Also, exams and quizzes will be administered during the course.

Expedition Chesapeake (Experiential)

Credit Area:	Science						
Credit Amount:	.5						
Instructor:	Jessica Boyer						
Outside Work Per Week:	1 hour						
Prerequisites:	None						
Skill Level:	<table style="margin: auto; border: none;"> <tr> <td style="padding: 0 20px;">Intro</td> <td style="padding: 0 20px;">Mid</td> <td style="padding: 0 20px;">High</td> </tr> <tr> <td colspan="3" style="text-align: center;">XXXXXXXXXXXXXXXXXXXX</td> </tr> </table>	Intro	Mid	High	XXXXXXXXXXXXXXXXXXXX		
Intro	Mid	High					
XXXXXXXXXXXXXXXXXXXX							
Students Should Provide:	Binder/Folder to organize course materials						

Course Content and Techniques:

The mission of Expedition Chesapeake (<http://www.expeditionchesapeake.org/>) is to provide a hands-on, real-world context for students to experience science content. Educational modules will promote investigation of the ecosystem within the students' local area of the watershed by examining the current conditions within the ecosystem and exploring practices, which have been introduced to improve the overall health of the system.

Expedition Chesapeake will engage students throughout the modules using a variety of experiences. Students will construct and implement experiments, collect and analyze data and conduct interviews of local residents. Then, students will participate in a role-play experience to gain a greater understanding of the issues within their local communities as it pertains to the health and wellness of the watershed and its inhabitants.

Objectives:

1. Students will become knowledgeable not only about the process of "doing science," but also will gain life skills such as how to research an issue within your community, classification of information and identification of stakeholders.
2. Students will construct and implement experiments to collect and analyze data.
3. Students will become aware of the issues within their local communities as it pertains to the health and wellness of the watershed.

Evaluation Based On:

Completion of the daily labs, assignments, and projects. Also, exams and quizzes will be administered during the course.

Climate Change Course

Credit Area:	Science
Credit Amount:	0.25
Instructor:	Kim Faulds
Outside Work Per Week:	2 Hours
Prerequisites:	None
Skill Level:	Intro Mid High XXXXXXXXXXXXXXXX
Students Should Provide:	Notebook, Binder

Course Content and Techniques:

In this 9 week course, we will investigate the effects of climate change and energy. We will explore the phenomenon of a climate system, effect climate has on hurricanes, forest fires, sea ice, and flooding. We will evaluate historical changes in climate and compare it to current changes. We will examine the potential for human and animal populations to adapt to climate change and impacts that climate change has on ecosystems. Students will examine current initiatives to address climate change and the impact that various sources of industry has on climate.

Objectives:

- Students will explore the phenomenon of a climate system, effect climate has on hurricanes, forest fires, sea ice, and flooding.
- Students will evaluate historical changes in climate and compare it to current changes.
- Students will examine the potential for human and animal populations to adapt to climate change.
- Students will explore the impacts that climate change has on ecosystems.
- Students will examine the impact that various sources of industry has on climate.
- Students will examine current initiatives to address climate change.

Evaluation Based On:

- Classwork: Discussions, Experiments, Data Analysis
- Assessments: Quizzes, Labs, Reflections
- Homework: Readings, Lab Reports, Discussion Blog

Biotechnology Course- Mysteries of Toiletries

Credit Area:	Science
Credit Amount:	0.25
Instructor:	Kim Faulds
Outside Work Per Cycle:	1-2 Hours
Prerequisites:	None
Skill Level:	Intro Mid High XXXXXXXXXXXXXXXXXXXXX
Students Should Provide:	Notebook, Binder

Course Content and Techniques:

In this 9 week course students will examine the science behind toiletries and healthcare products. We will explore ancient and modern methods of production. Students will examine the biological properties and chemical formulations of commonly used products; such hair products, cosmetics, shaving cream, sunscreen and more. Students will research the environmental impacts of the cosmetics industry. Students will make their own products from natural materials.

Objectives:

- Students will gain knowledge of chemistry used to create toiletries.
- Students will explore the biological impacts of healthcare products on humans.
- Students will learn about different materials and techniques used to manufacture items.
- Students will explore the impacts of cosmetics on the environment.
- Students will develop their own products.

Evaluation Based On:

Projects, Laboratory Experiment Reports, Readings, Quizzes, Reflections, Participation in Class Experiences.

Dendrology

Credit Area:	Science						
Credit Amount:	0.50						
Instructor:	Kim Faulds						
Outside Work Per Week:	2 hours						
Prerequisites:	N/A						
Skill Level:	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Intro</td> <td style="width: 33%; text-align: center;">Mid</td> <td style="width: 33%; text-align: center;">High</td> </tr> <tr> <td colspan="3" style="text-align: center;">XXXXXXXXXXXXXXXXXX</td> </tr> </table>	Intro	Mid	High	XXXXXXXXXXXXXXXXXX		
Intro	Mid	High					
XXXXXXXXXXXXXXXXXX							
Students Should Provide:	Notebooks, Binder						

Course Content and Techniques:

In this experiential course, students will engage in classwork and fieldwork to learn about key features of trees and shrubs. The class will focus on identification, classification, nomenclature, ecology, phenology, and uses and characteristics of habitats. We will travel to a variety of forest types and create an tree and shrub nature journal throughout the semester. We will primarily be outdoor so an appreciation for wide open spaces will be required.

Objectives:

- Students will learn taxonomic terms to identify trees and shrubs.
- Students will be able to identify trees and shrubs based on morphologic features.
- Students will evaluate how ecosystem parameters and phenology influence tree and shrub communities.
- Students will be able to distinguish between forest habitat types.

Evaluation Based On:

- Class Activities: Fieldwork, Experiments, Classwork
- Assessments: Weekly Quizzes, Projects
- Homework

Oceanography

Credit Area:	Science						
Credit Amount:	0.50						
Instructor:	Kim Faulds						
Outside Work Per Week:	3 Hours						
Prerequisites:	1 credit of science						
Skill Level:	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Intro</td> <td style="width: 33%;">Mid</td> <td style="width: 33%;">High</td> </tr> <tr> <td></td> <td style="text-align: center;">XXXXXXXXXX</td> <td></td> </tr> </table>	Intro	Mid	High		XXXXXXXXXX	
Intro	Mid	High					
	XXXXXXXXXX						
Students Should Provide:	Notebook, Binder						

Course Content and Techniques:

This course will explore the world of the ocean environment from the salt marsh, beach, rocky shoreline, continental shelf to the deep sea. We will focus on both the physical, chemical and biological factors that make up this environment.

Objectives:

Students will understand the major physical, chemical and biological factors which are found in the ocean environment.

Students will participate in research, writing and presentation of a variety of topics related to the ocean environment.

Students will understand the relationships between the ocean environment and the activities of humans throughout the world.

Evaluation Based On:

Evaluation will be based upon quizzes, tests, research projects, and participation in class experiences.

Advanced Psychology

Credit Area:	Social Studies						
Credit Amount:	.5						
Instructor:	Lynda Hauman						
Outside Work Per Week:	1-2 hours						
Prerequisites:	At least 2 credits in social studies, or with permission from instructor. Students who successfully completed <i>Psychology</i> in the spring of 2019 should register for <i>Advanced Psychology 2</i> in the spring of 2020.						
Skill Level:	<table style="margin: auto;"> <tr> <td style="padding: 0 20px;">Intro</td> <td style="padding: 0 20px;">Mid</td> <td style="padding: 0 20px;">High</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">XXXXXXXXXX</td> </tr> </table>	Intro	Mid	High			XXXXXXXXXX
Intro	Mid	High					
		XXXXXXXXXX					
Students Should Provide:	Charged ChromeBook, notebook & folder						

Course Content and Techniques:

This course will provide a broad overview of concepts and methods of psychology - the scientific study of the human mind and mental processes. Units typically covered in *Advanced Psychology 1* include research in psychology, neuroscience, consciousness, sensation and perception, memory, and learning. Students can expect regular readings from an introductory level college coursebook, class lectures, discussions, activities, and video clips.

Objectives:

Students will grow in their understanding of the social sciences.
 Students will prepare for psychology courses at the collegiate level.
 Students will improve their reading and critical thinking skills.

Evaluation Based On:

Evaluation in this course will be based on completion of reading assignments, chapter tests, class participation, and a final exam.

Free Social Studies

Credit Area:	Social Studies
Credit Amount:	.25
Instructor:	Lynda Hauman / TBD
Outside Work Per Week:	None
Prerequisites:	Recommendation from previous social studies teachers & ideas about topics to explore
Skill Level:	Intro Mid High XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Students Should Provide:	A willingness to explore content independently and a positive work ethic and attitude

Course Content and Techniques:

This course was inspired by Edward Deci and Richard Ryan’s Self-Determination Theory. This theory of motivation claims that when individuals have autonomy (to set goals that are in sync with individual interests), competence (the mastery of knowledge or a task) and relatedness (personal connection to something or someone), they tend to be highly motivated to learn and produce quality work. In this course, students will have the opportunity to learn about topics in social studies – history, civics, economics, anthropology, archaeology, geography, psychology, and sociology – that are interesting to them! As a class, students will learn how to select and evaluate sources that can be used for independent study. Students in *Free Social Studies* will be expected to spend class time doing independent research and working on ways to showcase what they’ve learned. The Advising Team should discuss student readiness for a self-directed learning experience.

Objectives:

- Students will grow in the understanding of various topics in social studies
- Students will analyze and evaluate sources of information
- Students will analyze and evaluate primary and historical sources
- Students will synthesize research

Evaluation Based On:

Evaluation in this course will be based on student self-assessment, teacher feedback on research, completion of research projects, staying on task daily, and participation during peer presentations.

Headline News

Credit Area:	Social Studies						
Credit Amount:	.5						
Instructor:	Lynda Hauman						
Outside Work Per Week:	1 hour						
Prerequisites:	None						
Skill Level:	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Intro</td> <td style="width: 33%; text-align: center;">Mid</td> <td style="width: 33%; text-align: center;">High</td> </tr> <tr> <td colspan="3" style="text-align: center;">XXXXXXXXXXXXXXXXXXXX</td> </tr> </table>	Intro	Mid	High	XXXXXXXXXXXXXXXXXXXX		
Intro	Mid	High					
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Students Should Provide:	Charged ChromeBook, notebook & folder						

Course Content and Techniques:

This course will help students develop necessary skills to gain an understanding of the issues that shape the world in which they live. Throughout the semester, we will follow major local, national, and international news stories as they develop. By watching newscasts, exploring online new sources, reading a weekly news publication, and listening to radio news, students will access credible information in a variety of ways. Students will have the opportunity to learn about differing perspectives on current events as well as share their own opinions. Students will be expected to present news updates to the class on a rotating basis.

Objectives:

- Students will improve reading and critical thinking skills.
- Students will demonstrate an understanding of current events.
- Students will practice identifying credible news outlets.
- Students will improve communication skills.

Evaluation Based On:

Students in this class will be evaluated based on class participation, preparation for news updates, a weekly news quiz, and some additional assignments.

Law

Credit Area:	Social Studies						
Credit Amount:	.5						
Instructor:	Lynda Hauman						
Outside Work Per Week:	Less than 1 hour						
Prerequisites:	None						
Skill Level:	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Intro</td> <td style="width: 33%; text-align: center;">Mid</td> <td style="width: 33%; text-align: center;">High</td> </tr> <tr> <td colspan="3" style="text-align: center;">XXXXXXXXXXXXXXXXXXXX</td> </tr> </table>	Intro	Mid	High	XXXXXXXXXXXXXXXXXXXX		
Intro	Mid	High					
XXXXXXXXXXXXXXXXXXXX							
Students Should Provide:	Charged ChromeBook, notebook & folder						

Course Content and Techniques:

This class will provide an introduction to the American legal system through classroom instruction, simulations, readings, discussions and direct observations. We will use a basic text to gain an understanding of the foundations of our legal system and examine how the law affects us on a daily basis. Students will also explore our criminal and juvenile justice systems. During experiential days, we will interact with community members, visit legal institutions, and participated in extended activities. The Advising Team should discuss student readiness for community based learning.

Objectives:

Students will grow in their understanding of the US legal system.
 Students will grow in their understanding of the rights and duties of citizenship.
 Students will improve skills in discussion, debate, observation and analysis.

Evaluation Based On:

Evaluation in this course will be based on class participation, completion of homework assignments, several assessments, and involvement on experiential days.

Women's Studies

Credit Area:	Social Studies						
Credit Amount:	.25						
Instructor:	Lynda Hauman						
Outside Work Per Week:	Less than 1 hour						
Prerequisites:	None						
Skill Level:	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Intro</td> <td style="width: 33%; text-align: center;">Mid</td> <td style="width: 33%; text-align: center;">High</td> </tr> <tr> <td colspan="3" style="text-align: center;">XXXXXXXXXXXXXXXXXXXXXXXXXXXX</td> </tr> </table>	Intro	Mid	High	XXXXXXXXXXXXXXXXXXXXXXXXXXXX		
Intro	Mid	High					
XXXXXXXXXXXXXXXXXXXXXXXXXXXX							
Students Should Provide:	Charged ChromeBook, notebook & folder						

Course Content and Techniques:

Students in *Women's Studies* will explore three units pertaining to women: "The History of Women in the United States," "International Women's Studies," and "Intersections." We will focus on historical events that impacted the lives of women and examine current concerns regarding women in society. Students in this course can expect to have some direct instruction, engage in class discussions, work on projects, and participate in class activities.

Objectives:

- Students will identify key points in women's history.
- Students will analyze the impact of women on society.
- Students will make historical connections.
- Students will grow in their understanding of current gender based inequalities.

Evaluation Based On:

Evaluation in this course will be based on participation in class discussions and activities, assessments, and projects.

Big History

Credit Area:	Social Studies						
Credit Amount:	0.50						
Instructor:	Lori McGarry / Jake Springer						
Outside Work Per Week:	1-2 Hours						
Prerequisites:	None						
Skill Level:	<table style="margin: auto; border: none;"> <tr> <td style="padding: 0 20px;">Intro</td> <td style="padding: 0 20px;">Mid</td> <td style="padding: 0 20px;">High</td> </tr> <tr> <td colspan="3" style="text-align: center;">XXXXXXXXXXXXXXXXXXXX</td> </tr> </table>	Intro	Mid	High	XXXXXXXXXXXXXXXXXXXX		
Intro	Mid	High					
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Students Should Provide:	Notebook						

Course Content and Techniques:

This course explores the entire history of humankind, from early humans to the present day, by examining key turning points, or thresholds, that significantly advanced or changed human society. Using a “big picture” perspective, the course will help students develop a framework for organizing their learning and will integrate multiple disciplines, including geography, anthropology, sociology, economics, and history. Students will be encouraged to make connections between historical thresholds and current human trends and to propose a vision of the future based on new understandings of the past. Students will also develop critical thinking and analytical writing skills, with a focus on identifying big ideas and forming evidence-based arguments.

Objectives:

Students will understand how our society fits into the history of humanity, using the concept of thresholds to frame the past, present, and future.
 Students will engage in historical analysis using theories and practices from multiple disciplines to develop an integrated understanding of human history.
 Students will critically evaluate, analyze, and synthesize primary and secondary texts to form well supported arguments.

Evaluation Based On:

Evaluation for this course is based on class preparation and participation, written assignments, quizzes, projects/presentations, and other assessments determined by the instructor.

Bridging Divides: Exploring Diversity and Social Justice

Credit Area:	Social Studies
Credit Amount:	0.50
Instructor:	Lori McGarry
Outside Work Per Week:	1-2 Hours
Prerequisites:	None
Skill Level:	Intro Mid High XXXXXXXXXXXXXXXXXXXXXXX
Students Should Provide:	Notebook

Course Content and Techniques:

Sound public decision making requires members of a diverse society to come together to share differing perspectives, to listen for understanding, to examine the historical, social, cultural, legal, and political roots of complex issues, and to address challenges collectively in order to effect sustainable change. Yet, we rarely have opportunities to examine our own beliefs or engage in authentic, respectful conversations about difficult issues with those outside of our own circles. This course is designed to offer students opportunities to connect with people whose perspectives and lived experiences, past and present, may differ greatly from their own and to consider issues of diversity and social justice that impact our communities. Students will explore issues of division, discrimination, and inequality through a variety of learning activities, primary texts, guest speakers, and deliberative conversations that may challenge their own understanding, assumptions, and biases. The keystone experience of the course will be a weeklong journey to Birmingham, Selma, and Montgomery, Alabama, during which students will visit historic locations from the Civil Rights Movement, meet activists who work for social justice in their communities and beyond, connect with Birmingham middle and high school students through deliberative conversations on relevant issues, and develop questions to guide their continued learning and work. Following this immersive experience, students will have the opportunity to turn their learning and questions into civic action by designing or contributing to a project that helps to bridge a divide and/or remedy a social justice issue in their school, community or nation.

Due to the travel component of this course, all students / families must attend a meeting with the instructor(s) before registering. Meetings will be held on 5/21/2019 and 5/29/2019 or by individual arrangement.

Objectives:

Students will demonstrate knowledge of social identities and the diversity within identities, as well as an understanding of the many ways that our multiple identities intersect at the individual and institutional levels.

Students will demonstrate understanding of how structural inequities in society are shaped by historical, social, economic, and political factors and of ways in which individuals and groups have worked to effect structural change over time.

Students will demonstrate skills for engaging in deliberative conversations, for reflecting on their own biases, assumptions, and growth, and for addressing social justice issues as individuals and in collaboration with others.

Evaluation Based On:

Evaluation for this course is based on active participation in all learning experiences, journals / reflections, projects / presentations, and other assessments determined by the instructor.

Environmental Law & Policy

Credit Area:	Social Studies
Credit Amount:	0.50
Instructor:	Lori McGarry
Outside Work Per Week:	1-2 Hours
Prerequisites:	None
Skill Level:	Intro Mid High XXXXXXXXXXXXXXXXXXXX
Students Should Provide:	Notebook

Course Content and Techniques:

This course will introduce students to environmental common law and the historical and legal foundations of the major U.S. environmental statutes, including the Clean Air Act, the Clean Water Act, and legislation addressing toxic substances and solid/hazardous wastes. Although the course will focus on U.S. environmental policy, students will also examine the framework for interaction among federal, state, and local regulatory bodies, particularly in implementation and enforcement. Students will also be invited to consider the opportunities for and challenges of addressing global environmental issues, such as climate change, on an international scale. Specific cases and hypothetical scenarios will be used to help students understand fundamental tensions (e.g., preservation vs. use, private property vs. shared resources) and themes (e.g., uncertainty, risk) that impact environmental policy-making.

Objectives:

Students will gain knowledge of the provisions of the major U.S. environmental statutes governing air, water, toxic substances, and solid/hazardous waste.

Students will develop an understanding of how regulatory agencies implement and enforce environmental statutes, as well as the framework for interaction among federal, state, and local agencies.

Students will identify underlying tensions and challenges that impact the design and implementation of environmental policy.

Evaluation Based On:

Evaluation for this course will be based on class participation, quizzes/tests, written reflections, and projects as determined by the instructor.

Perspectives in U.S. History I

Credit Area:	Social Studies						
Credit Amount:	0.50						
Instructor:	Lori McGarry						
Outside Work Per Week:	1-2 Hours						
Prerequisites:	None						
Skill Level:	<table style="margin: auto; border: none;"> <tr> <td style="padding: 0 20px;">Intro</td> <td style="padding: 0 20px;">Mid</td> <td style="padding: 0 20px;">High</td> </tr> <tr> <td colspan="3" style="text-align: center;">XXXXXXXXXXXXXXXXXX</td> </tr> </table>	Intro	Mid	High	XXXXXXXXXXXXXXXXXX		
Intro	Mid	High					
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Students Should Provide:	Notebook						

Course Content and Techniques:

This course will help students develop an understanding of early American history, from the arrival of the first human inhabitants on the continent through the founding of the United States. The course will focus on exploring significant events from multiple perspectives. Using primary documents, students will examine how individuals from various social, religious, racial, and cultural backgrounds and differing economic conditions experienced life and change during this period. By focusing on essential questions and themes, students will develop a deeper understanding of both historical events and their connections to current issues.

Objectives:

Students will demonstrate an understanding of key periods and perspectives in early American history.

Students will make connections between events of the past and current issues.

Students will enhance their critical reading and analytical writing skills.

Evaluation Based On:

Evaluation for this course is based on class preparation and participation, written assignments, quizzes, projects/presentations, and other assessments determined by the instructor.

Advanced Calculus

Credit Area:	Math						
Credit Amount:	1.0						
Instructor:	Matt Seeland						
Outside Work Per Week:	5 hours						
Prerequisites:	Precalculus with grade of A or B or approval of instructor						
Skill Level:	<table><tr><td>Intro</td><td>Mid</td><td>High</td></tr><tr><td></td><td></td><td>XXXXXXXX</td></tr></table>	Intro	Mid	High			XXXXXXXX
Intro	Mid	High					
		XXXXXXXX					
Students Should Provide:	Notebook, pencil						

Course Content and Techniques:

The course content will include major topics from first semester college calculus. Instruction will consist of primarily lectures and guided class work. A variety of calculus concepts will be covered including the major topics of limits, derivatives, and integrals. Material covered in this course is comparable to that covered in the high school's AP Calculus AB course. Successful students should be well prepared to take the Advanced Placement Calculus AB test that is offered in the spring.

Objectives:

To solve problems involving limits, derivatives, and integrals

To use calculus to solve real-world problems

To gain an appreciation for applications of higher-level mathematics

Evaluation Based On:

Homework, quizzes, tests, and graded assignments.

CP Algebra 1

Credit Area:	Math						
Credit Amount:	1.0						
Instructor:	Nick Gildow						
Outside Work Per Week:	3-4 hours						
Prerequisites:	Pre-Algebra (or comparable course)						
Skill Level:	<table><tr><td>Intro</td><td>Mid</td><td>High</td></tr><tr><td>XXXXXXX</td><td></td><td></td></tr></table>	Intro	Mid	High	XXXXXXX		
Intro	Mid	High					
XXXXXXX							
Students Should Provide:	Pencil, notebook						

Course Content and Techniques:

This course will cover topics generally covered in a first year algebra class. Some of the topics include: arithmetic with real numbers, properties of exponents, solving and graphing linear and quadratic equations, solving systems of equations, factoring, and functions. Throughout the year there will be an emphasis on how the math concepts learned in class can be applied to solve real-world problems. Upon successful completion of this course, students should be well prepared for either Algebra 2 or Geometry.

This course is predominately lecture-based, though group work, partner work, and projects will frequently be incorporated into lessons.

Objectives:

To be able to graph and solve linear equations and inequalities

To be able to graph and solve quadratic equations

To be able to solve systems of linear equations

To be able to solve word problems using algebra techniques discussed in class

Evaluation Based On:

Homework, quizzes, tests, projects, and class work, participation

CP Algebra 2

Credit Area:	1.0						
Credit Amount:	Math						
Instructor:	Nick Gildow (section 1) and Matt Seeland (section 2)						
Outside Work Per Week:	3-4 hours						
Prerequisites:	CP Algebra 1 and CP Geometry or approval from the instructor						
Skill Level:	<table><tr><td>Intro</td><td>Mid</td><td>High</td></tr><tr><td></td><td>XXXXXXXX</td><td></td></tr></table>	Intro	Mid	High		XXXXXXXX	
Intro	Mid	High					
	XXXXXXXX						
Students Should Provide:	Notebook, pencil						

Course Content and Techniques:

This course is an extension of the topics learned in CP Algebra 1. Topics will include a brief review of basic algebra skills, solutions of various advanced equations and systems, relations and functions, matrices, complex numbers, conic sections, logarithms, and sequences and series.

Objectives:

To solve advanced equations.

To synthesize information and apply various algebraic techniques to problem solving.

To learn and apply foundational formulas necessary for the study of higher math.

To develop critical thinking skills necessary for problem solving.

Evaluation Based On:

Homework, quizzes, tests, and graded assignments.

CP Geometry

Credit Area:	Math						
Credit Amount:	1.0						
Instructor:	Nick Gildow (section 1) and Matt Seeland (section 2)						
Outside Work Per Week:	3-4 hours						
Prerequisites:	CP Algebra 1						
Skill Level:	<table><tr><td>Intro</td><td>Mid</td><td>High</td></tr><tr><td></td><td>XXXXXXXX</td><td></td></tr></table>	Intro	Mid	High		XXXXXXXX	
Intro	Mid	High					
	XXXXXXXX						
Students Should Provide:	Notebook, pencil						

Course Content and Techniques:

This course covers all essential plane geometry vocabulary and concepts including: logic, geometric construction, polygons and their properties, circle properties, area, volume, and right triangle facts. Class time is divided between lecture and hands-on activities. Both inductive and deductive reasoning will be used throughout the course. Two-column proofs, flowchart proofs, and informal deduction will be used to reinforce discovered properties.

Objectives:

To explore geometric principles that are useful in future mathematics courses, as well as science, art, building construction, and other areas.

To use inductive and deductive reasoning to solve problems.

Evaluation Based On:

Homework, tests, quizzes, and graded assignments.

