21st Century Cyber Charter School
Charter Renewal Application
September 2015

Appendices

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Sample Lessons Appendix

21st Century Cyber Charter School

- Kylene Ball (Staff)

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Complete Lesson: Carbon Based Life Forms (2.1.0)

Objective:
List the most common element in living things

Tools Needed:
Textbook

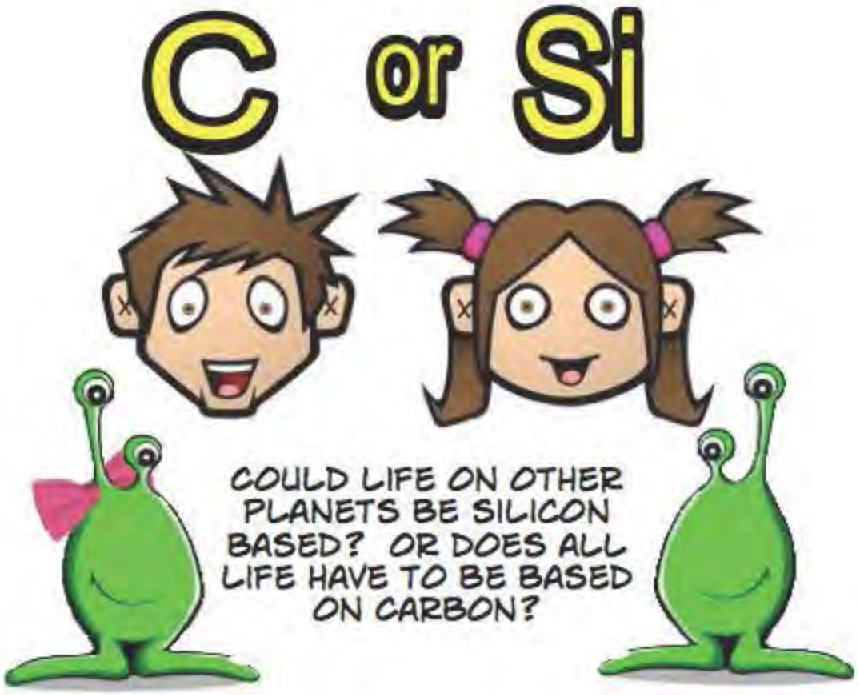
Click Here to download the Study Guide

Vocabulary:
matter: anything that occupies space and has mass

element: pure substance that cannot be broken down into other substances by chemical or physical means

trace element: critical

Introduction:



Essential Questions:

- Why is life carbon based?

Prior Knowledge:

- Order atoms to macromolecules from smallest to largest
- What is an atom?

Lesson:

elements (minerals) that make up less than 0.01 percent of your body mass

Overview:

In this lesson you will learn the elements of life.

Explanation:

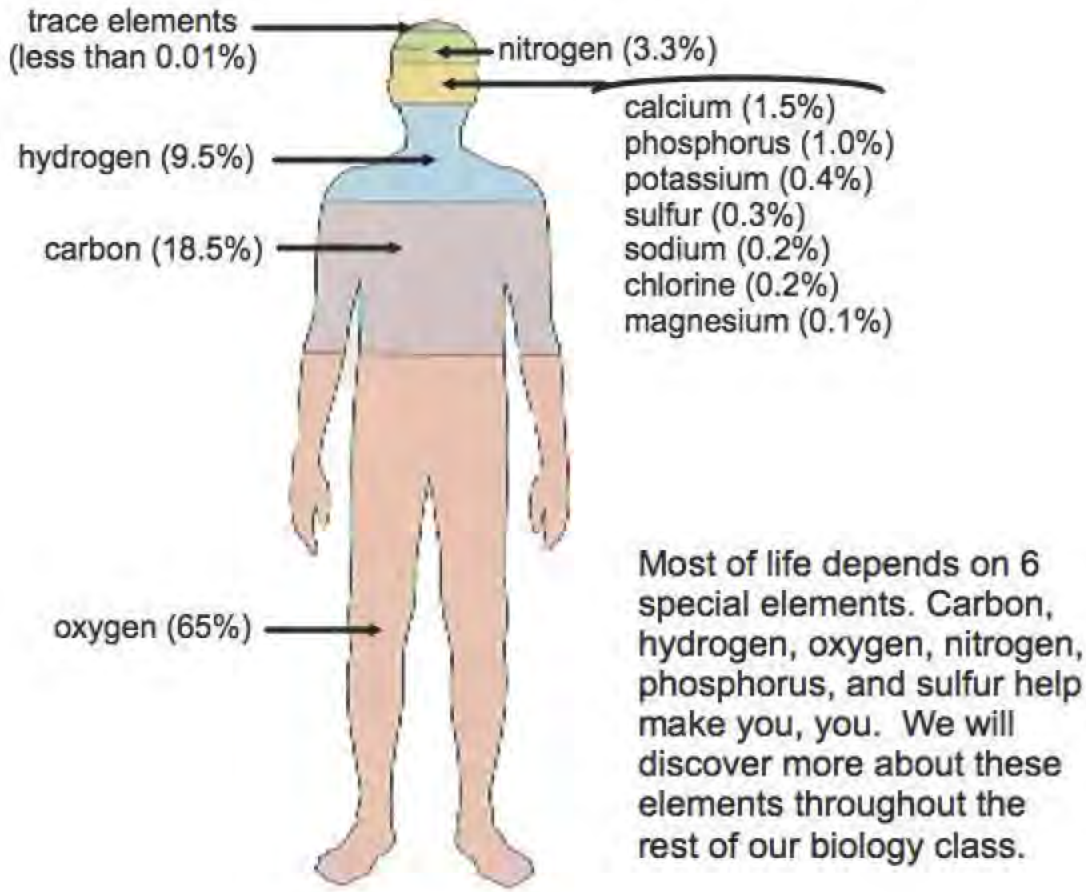
bond: an attraction between atoms that allows the formation of chemical that contain two or more atoms

Look around you. What do you see? A computer, a dog, a notebook, or maybe none of these things. Regardless of what you see, I know you are looking at some form of matter. Matter is anything that occupies space and has mass, sometimes referred to as the physical "stuff" of the universe.

covalent bond: a chemical bond that involves sharing a pair of electrons between atoms in a molecule.

As we determined in the lesson Exploring Life, all the stuff around you is composed of atoms. Atoms come in a variety of types; each type of atom makes up a different element. All elements are pure substances that cannot be broken down into other substances by chemical means.

organic molecule: any carbon-based molecule



inorganic molecule: any molecule that does not contain carbon

hydrocarbon: a molecule composed only hydrogen and carbon

functional group: a group of atoms within a molecule that interacts in predictable ways with

Life is primarily made up of 25 different elements. Your body is mostly composed of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur, referred to in the biological world as CHNOPS. There are a few elements that your body needs in very small amounts to survive, known as trace elements. These 19 non-CHNOPS elements in your body are commonly

other molecules

monomer: small molecular unit that is the building block of a larger molecule

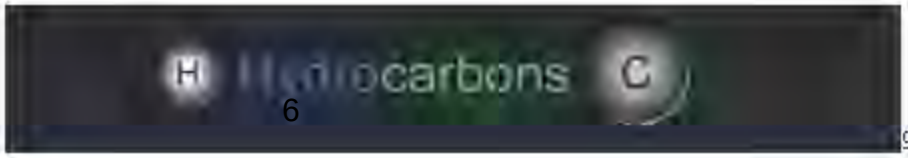
polymer: long chain of small molecular units; monomers

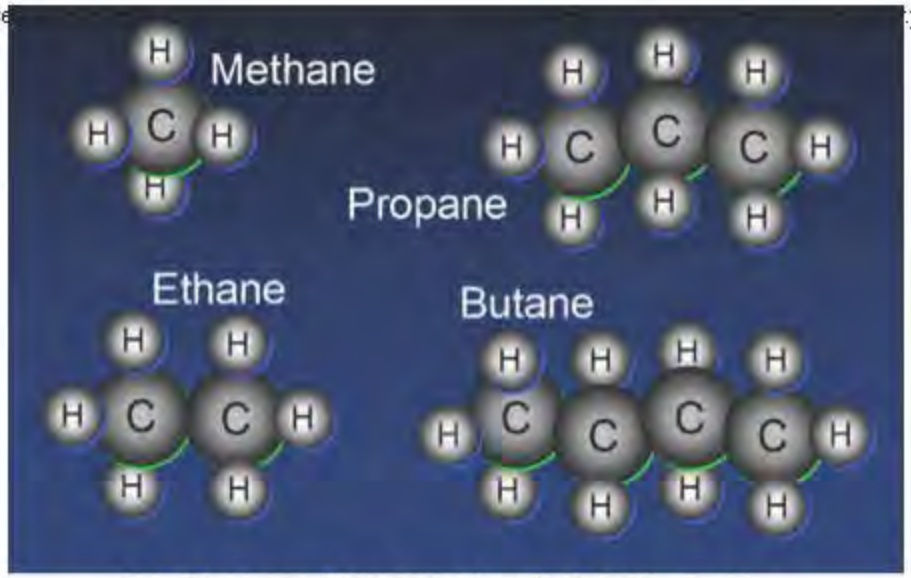
known as minerals and are found in most mineral supplements (think your daily multivitamin!).

Watch David Pogue conduct mineral testing at the Gatorade Institute. Are you ready to sign up for the tests? :

Although life depends on all 25 elements, carbon is the true star of life on earth. Think about it! Have you ever heard of the term "carbon-based life forms?" That is because when you remove all the water weight, all life forms on our planet are mostly composed of carbon. Carbon's shape enables it to bond with up to four different atoms at one time, which is more than almost any other element can do. These bonds result in organic molecules, which are compounds containing carbon.

But, carbon can be a little picky. It mostly likes to bond with other carbon atoms to make an endless array of carbon skeletons. Hydrogen is carbon's second partner of choice. Although it may seem limited to make compounds only out of two elements, there is a whole field of science devoted solely to the study of these compounds, which are known as hydrocarbons.





Besides providing the basis for life, many hydrocarbons are used in industry. Grilling typically requires a propane stove. Butane and butene are major components in lighter fluid. Methane was one of the first biofuels.

Watch the life of a carbon atom:

How to Remember:

- Need some help remembering the importance of CHNOPS? Let's explore where we can find these elements in real life.

Watch David Pouge collect all 6 CHNOPS elements. You might be surprised by how easy it is to obtain the 6 critical elements of life:

Mixed Practice:

1. How are elements and compounds different?

2. Someone studying organic molecules would be interested in all of the following compounds except:
   a. water (H_2O)
   b. glucose ($C_6H_{12}O_6$)
   c. sucrose ($C_{12}H_{22}O_{11}$)
   d. carbonic acid (H_2CO_3)

3. Which compound is not a hydrocarbon?
   a. butene (C_4H_8)
   b. benzene (C_6H_6)
   c. ethanol (C_2H_5OH)
   d. methane (CH_4)

- (Check Answers)

Please return to the Course Page to go to the next activity.

Answers:

1. Elements are the smallest parts of matter that still have a specific function. Atoms of elements can come together to give you compounds.
2. a, water. Organic molecules must have carbon in their chemical formula. All of these compounds have carbon except water.
3. c, ethanol. Hydrocarbons are organic molecules containing ONLY carbon and hydrogen atoms. Ethanol has carbon, hydrogen, and oxygen atoms.

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Home ▶ Courses ▶ Student Life ▶ Sample Lessons ▶ Sample Lessons ▶ Part 3 ▶ Complete Lesson: Biodiversity Loss (2.2.0)

Complete Lesson: Biodiversity Loss (2.2.0)

Goal:

Biodiversity Loss

Objective:

Students will be able to identify the five major risk factors of biodiversity

Vocabulary:

Endangered species: a species in serious risk of extinction

Threatened species: a species that is likely to become endangered soon throughout all or part of its range (AKA vulnerable species)

Habitat fragmentation: the division of a specific environment into smaller areas

Invasive Species: any species (flora or fauna) whose introduction does or is likely to

Introduction: Biodiversity Loss

- Fire, flood, tornados! Do you know someone who lost their home to a natural disaster? Worse yet, do you know someone who's home was intentionally taken away from them?

Watch a short clip to gain some insight into the loss:

- Loss of a home can be a traumatic incident for anyone. It was not that long ago we were sending supplies after hurricane Katrina, you may have even gone on a mission trip down there to help the clean up the debris and provide homes to families who lost them. Think about all the destruction caused by the

cause economic or environmental harm or harm to human health.

earthquakes in Haiti or most recently the tsunami in Japan.

Essential Questions:

- Why is global biodiversity decreasing?

Prior Knowledge:

Exotic Species: non-native plant or animal deliberately or accidentally introduced into a new habitat

- Must understand the answers to:
  - What is biodiversity?
  - How is biodiversity measured?

Lesson: Biodiversity Loss

- Overview:

  Listen to the Lesson Overview: u2_02_aud_overview.mp3

  In this lesson you will learn about the major risk factors affecting biodiversity.

- Explanation: Biodiversity Loss

  Besides the losses seen by humans in Katrina, Haiti, and Japan, can you think of any other problems associated with these disasters? What if I were to throw in the Deepwater Horizon Oil Spill off of the Gulf Coast? I'll give you one more lifeline, forest fire devastation. Have you started to make the connections?

  Scientists are starting to think if we do not start to reduce the amount of biodiversity loss soon, we could be in danger of the sixth mass extinction. Natural disasters are beyond the realm of control, but there are quite a few ways in which we can band together to reduce the rate of biodiversity loss.

  So how do we go about decreasing biodiversity loss? Before we can reduce future loss, we have to know how our historical and current interactions affecting biodiversity.

  - By removing the shelter, food, and security of an animal, you inevitably will see a drastic decrease in its population. Destruction and removal of habitat by humans accounts for greater than 80% of the decline in biological diversity.

- With all the travel is it any wonder that some organisms just wind up in habitats where they shouldn't be located? When a non-native organism is introduced to an area with tons of food choices and no natural predator, it tends to thrive! Most ***invasive species*** have been introduced by human means. Immediately out-competing the natives and leaving a path of destruction in their wake.

- Pollution tends to be the first thought when it comes to biodiversity, but it is not our top-notch fear.

- All organisms need to eat! Yet as the human population continues to increase, we need more food to survive. As a result we have turned to the world's oceans and land over hunting and harvesting the organisms to the point where they can no longer effectively reproduce.

- While we may not be able to prevent tsunami's, earthquakes, and floods we can prevent major increases in temperatures by reducing our carbon foot print. Climate change is the most far reaching of the five ways humans are increases the rate of biodiversity loss. Some scientists even argue that climate change can influence habitat loss and pollution

All ***endangered*** (at serious risk of extinction) and ***threatened*** (likely to be endangered soon) organisms fall

change in biodiversity without making changes in all areas. Yet in order to really cause a change, we are going to have to give up our lifestyles. Before leaving this lesson, take a second look at the introduction movie. Try to spot the 5 different human interactions within the clip. How has your perspective on the movie changed?

- ## Example 1:

A picture is worth a thousand words. Each snapshot represents one of the five risk factors for biodiversity. How many photos can you properly identify?

Who committed the crime?

The Emerald Ash-Borer, swordsfern, and zebra mussels are all examples of organisms infiltrating and destroying our ecosystems. These are just a few of the exotic organisms, non-native plant or animal deliberately or accidentally introduced into a new habitat, we face in the 21st century. The next time you go for a hike or go fishing, look for some signs of invasive life.

- ## Example 2:

Mommy, why is there a bear in the road?

Large pack animals (i.e. bears, wolfs, panthers) require a miles of connected habitat to survive. The more cities, roads, and facilities we build the more we obstacles we set for a species. In the areal pictures you can clearly see the habitat fragmentation of various areas. Maneuvering around the humans can be like navigating a minefield for species.

Mixed Practice:

Are the fish on time?

Watch the Overfishing video excerpt from The Cove. Stay on the alert for some interesting facts. Try to come away with the answer to the following:

1. How are small-time whaling industries a risk to biodiversity?

2. Name the hard lesson the scientists believe we will soon learn.

3. What is the biggest public health problem the human race may soon face?

4. Who does the Japanese delegation blame for killing small whaling communities?
   - (Check Answers)

Please return to the Course Page to go to the next activity.

Answers:

1. Small-time whaling communities engage in overfishing practices.
2. WE look at the sea as a source of infinite quality seafood.
3. Lack of protein, if we continue to overfish the sea with such ferocity.
4. IWC (International Whaling Commission)

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Home ▶ Courses ▶ 21CCCS Courses ▶ English ▶ Elements of Language ▶ Part 3 ▶ Complete Lesson: Analyzing Reading: Determining Th...

Complete Lesson: Analyzing Reading: Determining Theme (3.3.0)

Goal:
Determining themes in literature

Objective:
Students will be able to define theme and determine themes in a literary text.

Vocabulary:

theme: a message or lesson we learn from a story.

Introduction:

(1)

The best books are those that resonate with us. They say something about our lives or the human condition in a way that seems perfect or in a way we've never quite been able to articulate ourselves. This resonance or connection we have with the text is the theme.

Essential Questions:

- Why do we read? What can reading show us or teach us about ourselves and the world?
- Why do we study literature? What can we learn from this study?

Lesson:

- Overview: In this lesson we'll define theme and discuss methods for determining the theme of a piece of literature.

- Explanation:

(2)

- If you are having any trouble understanding theme or how to determine the themes of a piece of literature, check out this video! It is a great explanation!

What is theme?

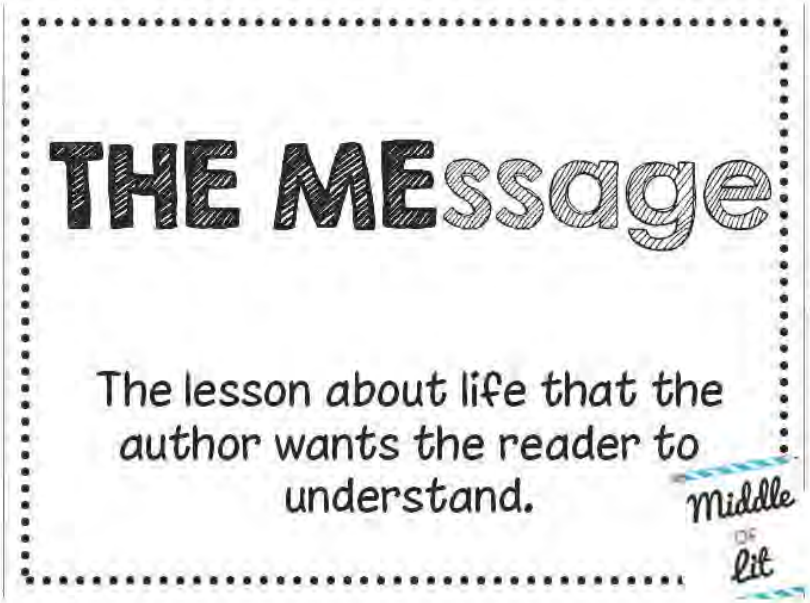
- Theme is the message or lesson that we learn from the story.
- A theme should be universal. That means that it should apply to or be found in other texts.
- Theme cannot be a single word. The theme of a text cannot be "love." A theme must express an opinion about love.
- A text will typically have multiple themes because it reflects the complexity of life.
- A theme does not have to be a positive message. The theme of a text might be "Love will only hurt you." or "Hard work does not pay off. Luck determines everything." As a person you might not agree with these ideas, but they might be true to the text.

Theme vs. Main Idea

- One of the most difficult distinctions to make in analyzing literature is between the main idea and the theme.
- As you might remember from our lesson in Part 2, the main idea is what the story is mostly about. It usually takes a form of a one or two sentence summary.
- A theme though reflects some sort of message or lesson about the world.
- A main idea is specific to the text, while the theme is more universal.
- Main Idea: A tortoise raises a hare and wins because the hare is over confident and becomes distracted.
- Theme: It's often better to take things slower and avoid mistakes, than be rush through and become distracted.

Questions to ask of the text to determine theme

- Theme is very rarely stated outright in a text. It must be inferred from what happens in a text. One helpful way to infer the theme is to ask certain questions of the text.
- What is causing the conflict in the story?
- How does the main character change and what causes this change?
- What happens at the end of the story and what causes that to happen? (3)



(4)

Course Resources/Citations:

1. We Read to Know We Are Not Alone. Digital image. Goodreads.com. 1 Jan. 2015. Web.
2. mistersato. "How to find a theme." Online video clip. YouTube. YouTube, 8 August. 2011. Web. 22 June 2015. Retrieved from https://www.youtube.com/watch?v=p4qME64SkxM
3. Kavalar, Sarah, and Megan O'Keefe. "Teaching Theme Analysis in Layers." Teaching Channel. Teaching Channel, 2014. Web. 19 June 2015.
4. Theme. Digital image. Middle of Lit. 5 Nov. 2014. Web. Retrieved from http://middleoflit.blogspot.com/

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Complete Lesson: Inverse Relations and Functions (2.2.0)

Goal:

Inverse Relations and Functions

Objective:

Determine the inverse of a relation or function.

Vocabulary:

Relation: A set of ordered pairs: {(1, 2), (2, 3) (3, 2)}. The first value in each pair is the input (x-coordinate), and the second value in the pair is the output (y-coordinate).

Function: A relation in which each value of the independent variable [x] is associated with a unique value of the dependent variable [y].

Introduction:

Do *secret codes* intrigue you? Have you ever thought about pursuing *cryptology*? Making and breaking codes is just like inverse functions!

(1)

Making a code = a function: Input your message and out comes your code.

Breaking a code = the inverse of the function. Input your code and out comes your message!

With the inverse, the input and output or x and y are switched.

Essential Questions:

- How is code breaking an example of inverse functions?

Prior Knowledge:

- Relations, functions, domain and range

Inverse Relation: The reverse or opposite of a relation. If a relation contains the point (a, b), the inverse relation would contain the point (b, a).

Lesson:

- Overview: In this lesson, you will learn how to find the inverse of a relation or function from a relation or function.

- Explanation:
  Watch the video explanation on finding the inverse of a relation or function.

To find an **inverse relation**, switch the x and y coordinates of each point.

To find an **inverse function**, switch the x and y in the equation and then solve for y.

With inverse relations and functions, the **domain (x)** becomes the **range (y)** and the **range (y)** becomes the **domain (x)**.

If the inverse of a function is a function (the inverse passes the vertical line test), then it is called a one to one function.

- **Example 1:**

Inverse of a Relation

Find the inverse of the relation and identify the domain and range of the inverse.

x	y
0	-4
3	-1
4	1
7	2

To find the inverse, switch the x and y coordinates. Recall that the domain is the x-coordinates and the range is the y-coordinates.

Domain of inverse: {-4, -1, 1, 2}

Notice the domain of the inverse is the range of original relation.

Range of inverse: {0, 3, 4, 7}

Notice the range of the inverse is the domain of original relation.

Inverse Relation:

x	y
-4	0
-1	3
1	4
2	7

- Example 2:

Inverse of a Function

Find the inverse of $f(x) = 3x^2 - 8$.

To find the inverse, switch the x and y and then solve for y.

Function: $y = 3x^2 - 8$
Inverse: $x = 3y^2 - 8$

Solve for y.

$x = 3y^2 - 8$ Add 8 to each side.
$+8 \quad +8$
$x + 8 = 3y^2$ Divide by 3 on each side. **Make sure to divide the entire side by 3.
$\div 3 \quad \div 3$
$\frac{x+8}{3} = y^2$ Take the square root of each side.
$y = \sqrt{\frac{x+8}{3}}$

$f^{-1} = \sqrt{\frac{x+8}{3}}$

Math Symbols Revealed

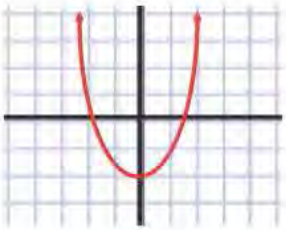
Function notation uses **f(x)** to replace the y to show that the equation is a function. f^{-1} denotes the inverse. It may or may not be a function depending on whether or not it passes the vertical line test.

- Example 3:

One to One Functions

Do the following graphs represent one to one functions?

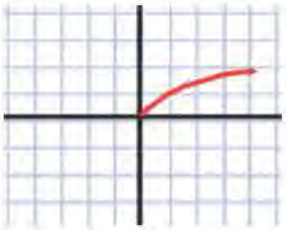
a)



No, it does not pass the vertical and horizontal line test.

If you pass a vertical line from left to right, it will never touch more than one point at a time on the graph, but if you pass a horizontal line from bottom to top, it hits more than one point at a time.

b)



Yes, it passes both the vertical and horizontal line test.

If you pass a vertical line from left to right or a horizontal line from bottom to top, it will never touch more than one point at a time on the graph.

Key Concept

A **one to one function** means that both the function and its inverse pass the vertical line test. Another way of looking at it is that the original function has to pass both the vertical and horizontal line test.

How to Remember:

Inverse functions are like switching places:

(2)

The x becomes the y and the y becomes the x.

Mixed Practice:

- 1. Identify the inverse of this relation: $\{(0,3), (3,7), (4,-3)\}$
- 2. What is the range of the inverse of this relation: $\{(-2,-3), (0,5), (1,-2)\}$?
- 3. Solve for the inverse of this function: $y = 7x - 9$
- 4. Solve for the inverse of this function: $f(x) = \sqrt{(x - 3)}$

Additional Student Resources:

- Try this practice quiz: Click Here
- For extra help, watch this tutorial: Click Here

Course Resources/Citations:

- (1) Rose, D. (2006). Secret Coded Message. *Flickr*. Retrieved from: http://www.flickr.com/photos/derek7272/152858796/

  (2) Chatfield, L. (2011). Headcorn Junction 3. *Flickr*. Retrieved from: http://www.flickr.com/photos/61132483@N00/6090907834/in/photolist-aheuGj-ahbHfi-ahbHra-ahbHPe-3Q68Qn-bGdv16-6JNrCg-66NpKq-6877Lv-5Yc16f-bgdhy2-9uxA4y-CXLHh-5Q6ajU-6ckNi2-701eNS-tg2vD-6pdT4H-4rvo4k-B1VDP-ey9zYS-4Fk8mT-aziQqg-3TvzDg-6iANXu-actZpZ-NdDP-5mauf8-4zU5dV-311RYx-4ygRdo-66w6JP-7zmoQb-7x6aHm-7Rghtw-8mfaLu-r6mo-dRo61-9T3Rmf-8rt97-9LJwzG-7uDWnU-8mfaM3-7LYzo2-CbHyt-82vu-d71h3G-4odtw-6nBxR7-7hmetC-a1iJvK

Please return to the Course Page to go to the next activity.

Answers:

1. {(3,0), (7,3), (-3,4)}

2. {-2,0,1}

3. y = (x+9)/7

4. $f^{-1} = x^2 + 3$

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Home ▶ Courses ▶ 21CCCS Courses ▶ Social Studies ▶ American History I ▶ Part 8 ▶ Complete Lesson: The War of 1812 (8.4.0)

Complete Lesson: The War of 1812 (8.4.0)

Objective:

- Determine the two main causes for the War of 1812 and why they were so important to go to war for.
- Recognize the difficult nature of the early years of the war.
- Understand the objectives of the war with the invasion of Canada and the battles in the South.
- Identify the events that led to the end of the War of 1812.

Vocabulary:

- **Nationalism**- pride in one's country.
- **War hawk**- those

Introduction:

- Presidents Washington, Adams and Jefferson had all narrowly escaped entering a war just when the nation was growing. Both France and Great Britain caused tiffs that could have ended in more men giving their lives to fight for their country. But they managed to avoid it, that is until the year 1812. James Madison, the fourth President of the United States found himself in a situation where war was unavoidable. This lesson will discuss the causes and main events of that war. While this is often a little known war, only lasting 2 years, it *did* give us something that has lasted until today- our National Anthem!

The war inspired a fresh wave of patriotism after an American Lawyer, Francis Scott Key, penned this now famous song after watching, from afar, a battle during the War of 1812. Hearing and seeing the battle as it was, he was sure that the British were going to win. But yet, when he woke the next day, it was to the sight of the American flag flying high, which announced the American victory. He put his thought on paper, and it was eventually circulated. It wouldn't become the "official" anthem until 1931, but it was long recognized to be the most significant song of America before then.

To read more about the history of the national anthem, CLICK HERE. In addition, we have a challenge for you. Take one week and write down how many different places you see an American flag. Keep a list, or take pictures! How many actual flags did you see? How many images of flags

who were eager for a war with Britain.

- **Blockade**- is the action of shutting a port or a road to prevent people or supplies from coming into an area or leaving.
- **Oliver Hazard Perry**- American commander that won an important battle by switching ships.
- **Andrew Jackson**- Commander of American troops in the South, he successfully beat the Creek Indians and took millions or acres of their land for America.
- **Secede**- withdraw from the nation.

did you see? And finally how many references to the flag do you see?

(1)

Why do you think the flag is so important to America's nationalism? Send a list of your sightings and your thoughts on its importance to your teacher! Remember, this is an optional assignment, one to have some fun and connect what you are learning to real life! And to see one of the best versions of this song, please watch Whitney Houston singing at the Super Bowl in 1991.

(2)

Essential Questions:

- What were the main causes of the War of 1812?
- Should America have entered into this war? Why or why not?
- Why was America not prepared to fight this war?
- How did the outcome of this war change other nations views on America?

Prior Knowledge:

- Before beginning this lesson, reflect on the years of conflict between Great Britain and the United States. What did each side have to prove, and what would another war between the two accomplish? Consider what was needed in the 19th century to stop future conflicts between these great nations.

Lesson:

- **Overview**:
  This lesson will discuss the critical War of 1812, which will show the world the power and respect that the young nation deserved. It will introduce key figures in this war, as well as key battles that will turn the tides of the war. Finally it will discuss how the outcome will impact the future reputation of the United States of America. Please have open while you read this lesson Chapter 9, section 4 (pages 327-331) of your textbook, *America: History of Our Nation, Beginnings Through 1877*.

- **Explanation**:
  Introduction:
  When James Madison took office in 1809, he inherited a problem, and that problem's name was Great Britain. It is strange to think of how many problems we have had with this nation, as today they are one of our best and strongest allies! But in the early stages of America's history, this clearly was not the case. So what would send America into a war with Great Britain so soon after the American Revolution? Keep on reading to find out!

  Moving Towards War
  Of the many causes that would lead to war, the top two reasons that led to war was when the British armed the Native Americans with weapons in the Northwest, which led to conflicts with settlers. But the number one reason for war was the crimes on the seas. Britain was capturing American sailors and impressing them (forcing them) to serve in their navy! Americans looked to their new President to take action, and a rise in **nationalism**, or pride in one's country arose. Key supporters of the war, such as Henry Clay and John C. Calhoun became known as **war hawks**, or those who where eager to go to war with Britain. Not everyone was ready to jump into war, however, and many people in New England (where the Revolution had hit them the hardest) did not favor getting involved in another war. But by June of 1812, when things hadn't gotten any better, Congress declared war.

  The Early Years of War

Looking back, Britain shouldn't have been so aggressive, as they were not in a good position to fight a war. There had been many, *many*, conflicts with France and were still at war in Europe. But the Americans were also not ready for war, and even though many believed this would be a "quick" war, it was clear in the early stages that they were not at all prepared for war. The military had been weakened when Jefferson (trying to save money) cut spending towards the military. The navy had only 16 warships ready to go at the beginning of the war, and the army had only about 7,000 men! It was not a good sign.

Things only got worse when Britain set up a **blockade**, or they shut down a port or road to prevent people or supplies from coming into an area or leaving it. This was a very effective tactic of war, and in fact by 1814, Britain had 135 warships blockading American ports. One of the earliest battles that occurred happened on the seas in August of 1812 between the USS *Constitution*, who ended up defeating the British *Guerriére*. This would earn the *Constitution* the nickname "Old Ironsides" because British artillery fire bounced off the ships thick wooden hull. Watch more about this important sea battle in the following video.

(3)

The War in the West and South

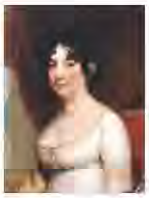
The war also impacted the West and the South. Both Americans and British soldiers fought to control major water ways such as the Great Lakes and the Mississippi River. The Great Lakes would lead the way into Canada, and Britain wanted to maintain their control there. And so in July of 1812, General William Hull led American troops from Detroit into Canada, but he soon feared he did not have enough men and retreated before accomplishing anything. The British commander, General Isaac Brock saw Hull's weakness and took advantage of this by surrounded his army and forcing them to surrender. He was able to capture more than

2,000 American soldiers (gulp!), and was one of the biggest defeats Americans had ever seen in battle.

Americans fighting in Lake Erie, however, saw better luck. In 1813, a three-hour battle took place at PutoIn-Bay, which is the western part of the lake. It was back and forth for a time, in fact the American commander **Oliver Hazard Perry** had to switch ships at one point to keep fighting, won in dramatic fashion. Americans controlled this important lake, and the British were forced to leave Detroit and retreat back to Canada. Americans were not about to give up this time, and Commander William Henry Harrison (a future President), followed them into Canada and defeated them in the Battle of the Thames.

In the South British and Native American troops continued to suffer losses. The Creek nation were important figures in this war, and attacked some American settlements in the South. **Andrew Jackson** (another future President) took command, and at the Battle of Horseshoe Bend, in March of 1814, Jackson defeated the Creeks and forced them to sign a treaty that would give up millions of acres of land. This will start a long and complicated history with Andrew Jackson and the Native Americans, one we will dig into further in future sections of this class! (4)

The War Ends



A scary turn of events happened in 1814 that could have changed America's history forever. The British *finally* defeated Napoleon in France, and were able to send more troops to the conflict in America. Their plan was to attack the nation's capitol and they were successfully in doing so! In August of 1814, British forces marched into D.C. and began lighting the town on fire. Dolley Madison, the President's wife, gathered up important papers and fled the White House. In fact, she saved one of the only paintings of George Washington in that fire, a painting that still can be seen today! The British set fire to many government buildings, including the Presidential Manor (the title before being called the White House). (5)

They then turned their forces north and headed toward Baltimore, Maryland, and their objective was to take down Fort McHenry. They

bombarded the fort all night long, and this is the battle that Francis Scott Key watched anxiously in the harbor, expecting a British victory. But as we discussed earlier, an American flag was waving the next morning, showing that the troops had successfully avoided the British forces taking over. After this, it was clear that the British were tired of war. They had fought long and hard in Europe, and this particular war had raged on for two years. Peace talks began in Ghent, Belgium and on Christmas Even in 1814, the two sides signed the Treaty of Ghent, effectively ending the war. But there was one problem with news in 1814...it traveled SLOWLY! It took several weeks to reach the troops, and in the mean time one of Americas biggest victories occurred, technically after the war was already done. This was the Battle of New Orleans, and the leading commander was once again Andrew Jackson. Watch the following video on it's outcome!

(6)

The victory here would establish the United States as a strong nation. Twice they had successfully defeated the British, and in fact many believed this war to be the "Second War of Independence". It forces European nations to respect the United States as a secure power. This brought pride, but some apprehension, or cause for concern with some Americans, particularly in New England, who had protested this war from the start. In fact, did you know that there was event talks of **secession**, or withdrawing from the union in this region? Remember this is *well* before the Civil War, which will have states successfully seceding from the Union. While this was a great accomplishment, it showed that there was still a bit of conflict on how America should be run. I wonder what will happen next! Keep reading to find out!

Mixed Practice:

- Each lesson in this course will have a built in review to help you keep

track and maintain key concepts of each lesson. If you review these questions and you cannot answer any, please come into the VO to review this with your teacher(s).

1. What were the two main causes for the War of 1812?
2. Who supported the war and who was against it?
3. What is a blockade?
4. Why was the USS *Constitution* called "Old Ironsides"?
5. What happened with General William Hull's men in Canada?
6. What happened on Lake Erie?
7. How did Andrew Jackson successfully take land from the Creek Indians?
8. How did Dolley Madison act when the nation's capital was attacked?
9. Why did the War of 1812 force European nations to respect the young republic?

Interested in further review? Check your comprehension by checking out THIS site.

Additional Student Resources:

- War of 1812

Course Resources/Citations:

- Chapter 9, section 4 (pages 327-331) of your textbook, *America: History of Our Nation, Beginnings Through 1877*.
- Image (1): The Story Behind the Star Spangled Banner. (2007, March 1). *Smithsonian*. Retrieved July 14, 2014, from http://www.smithsonianmag.com/history/the-story-behind-the-star-spangled-banner-149220970/
- Movie (2): National Anthem USA - Whitney Houston. (2012, May 5). *YouTube*. Retrieved July 15, 2014, from https://www.youtube.com/watch?v=drDSALCKH_Y
- Movie (3): War of 1812 - Old Ironsides / USS Constitution. (2012, April 5). *YouTube*. Retrieved July 14, 2014, from https://www.youtube.com/watch?v=MMdBWWDWRQ8
- Image (4): U.S. Marshals Service, History, A Pirate, a Marshal, and the Battle of New Orleans, Page 4. (n.d.). *U.S. Marshals Service, History, A Pirate, a Marshal, and the Battle of New Orleans, Page 4*. Retrieved July

15, 2014, from http://www.usmarshals.gov/history/duplessis/04.html

- Image (5): Dolley Madison. (n.d.). *Dolley Madison*. Retrieved July 15, 2014, from http://www.nndb.com/people/644/000126266/
- Movie (6): History. (n.d.). Americans and British Face Off in War of 1812 Video. *History.com*. Retrieved July 15, 2014, from http://www.history.com/topics/war-of-1812/videos/americans-and-british-face-off-in-war-of-1812

Please return to the Course Page to go to the next activity.

Last modified: Thursday, May 28, 2015, 10:27 AM

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NAVIGATION

21st Century Cyber Charter School

- Kylene Ball (Staff)

Home ▶ Courses ▶ 21CCCS Courses ▶ Electives ▶ Family & Consumer Science (HS): S1 ▶ Part 6 ▶ Complete Lesson: Nutritional Needs and Reading Lab...

Complete Lesson: Nutritional Needs and Reading Labels (6.2.0)

Goal:

Nutritional Needs

Nutritional Labels

Objective:

Students will identify dietary needs of people in different stages of life and be able to analyze nutritional labels on foods.

Vocabulary:

Calorie: Proteins, carbohydrates, and fats are all energy-producing nutrients, which means that they have kilocalories. A kilocalorie is a unit of measurement that describes how much energy the food delivers to the body when it is

Introduction:

- It is true that everyone needs the same nutrients. There are many factors involved to determine how much of the nutrients you will need.

Essential Questions:

- What are steps you can take to ensure you are getting your nutritional needs met at every stage in your life?

Prior Knowledge:

- Nutrients

Lesson:

- Overview:

  In this lesson, you will learn the nutritional needs at different stages of life and be able to read a food label to ensure those needs are being met.

- Explanation:

  Watch the Eating Healthy Video:

digested and metabolized.

Vegetarian diet: pattern of eating that is made up largely or entirely of foods from plant sources.

Dehydration: Abnormal loss of body fluids.

Nutrition: The study of how your body uses food and the effects food has on it.

Diet: The food and beverages consumed each day.

Dietary Guidelines for Americans: document developed by experts to promote a healthful lifestyle through improved nutrition and physical activity.

MyPlate: The United States department of Agriculture's (USDA) new food guidance system based on the Dietary Guidelines for Americans.

Balanced Diet: A diet that provides all the

Nutritional needs vary with age as well as with gender, body size, activity level, and health. Needs change throughout the life cycle. Let's take a look at how to meet the needs of people at different ages.

Nutritional needs before birth and pregnant women:
An unborn child has no way to get nutrients except through the mother's diet. It is important that pregnant women eat foods that will supply nutrients for their babies as well as for themselves. Pregnant teenagers have more difficulty meeting the needs of their developing babies than pregnant adults. This is because teenagers must fulfill their own nutrient needs for growth as well as the needs of the growing baby.

Women who have good eating habits will not need to make drastic dietary changes before or during pregnancy. Consuming two or three daily servings from the milk group will provide the calcium needed during pregnancy. Two added servings from the grains group will help meet increased calorie needs. An extra serving from both the fruit and vegetable groups will provide needed vitamins, minerals, and fiber. A prenatal vitamin may be recommended by your doctor to help meet the nutritional needs during pregnancy.

Nutritional needs in infancy:
A child's body is growing and developing rapidly during the first year. Good nutrition is important during this year to build a strong foundation for a healthy lifetime.

Breast milk or formula is a baby's first food. Breast milk is perfectly designed to meet most of a baby's nutrient needs. Formula also provides needed nutrients. Doctors have different opinions on

nutrients your body needs for good health.

when an infant should begin eating solid foods. When a infant does begin eating solid foods they usually start with cereals.

Nutritional needs of preschool children:

Preschool children need larger proportions of nutrients to support their rapid growth than adults. Giving raw fruits and vegetables as a snack will ensure that vitamins A and C are included in a preschoolers diet. Nutritional snacks are an important part of a preschoolers diet because they usually are able to eat enough at meal times to meet all their nutrient needs.

Nutritional needs for elementary age children:

Eating schedules change when children begin school. Making sure they eat a nutritious, energy-packed breakfast will help them stay alert in school. Encourage students to each a well-balance lunch either through packing or school lunches.

Nutritional needs of teenagers:

Adolescence is also a period of rapid growth. Teens are growing taller, gaining weight, bones are increasing in density, and muscles are developing size and strength.

Teens have a tendency of picking foods low in nutrients or skipping meals altogether. Meals and snacks for adolescence need to be carefully planned. Foods must also supply enough energy to meet a teen's high level of activity.

Watch the Nutritional Needs Video:

Nutritional needs of adults:

By the time you reach your early twenties, your body is considered to be physically mature. Your

metabolism gradually begins to slow down and you will need fewer calories than you do right now. As you reduce the number of calories remember not to reduce the nutrients. The body tissue that have been developed must now be maintained.

Nutritional needs of older adults:

Often you become less active the older you get. Again you will want to reduce your caloric intake without reducing nutrients. Your calcium needs increase after age 50.

Depending on your lifestyle or food patterns, there are other nutritional needs that need to be considered.

Vegetarian diets can be healthful, but they require planning to compensate for eliminating animal food source from their diet. Because animal foods are a main source of complete proteins, vegetarians will need to combine incomplete proteins to try and get all the amino acids they need. Vegetarians who eat eggs and/or dairy products can usually meet their nutrients requirements. Some vegetarians may need fortified foods or supplements to meet all their nutrient needs.

Athletes will follow the same dietary guidelines with a few exceptions. They need to increase their daily caloric intake. For best performance, 65 to 70 percent of calories should come from complex carbohydrates. Drinking fluids during activity helps prevent dehydration. Eat plenty of iron-rich foods. Iron helps the blood carry needed oxygen to muscles during physical activity. Meeting the daily requirement for calcium is especially important for female athletes. Do not replace consumption of healthful foods and waters with supplements such as high-energy bars and sports drinks.

A helpful way to ensure you are getting the nutrients necessary is following the Dietary Guidelines for Americans program, MyPlate.

Watch the Nutritional Needs Video:

MyPlate replaced the food pyramid. MyPlate illustrates the five food groups that are the building blocks for a healthy diet using a familiar image—a place setting for a meal. Before you eat, think about what goes on your plate or in your cup or bowl. Make half your plate fruits and vegetables with vegetable being a little more of the plate. Grains should cover a little more than a quarter of your plate with whole grains being at least half of that. A little less than a quarter of your plate will be protein. Don't forget the diary. Right now you should have about three cups form the diary group every day. Using MyPlate as a guide will help you have a healthy well-balanced diet.

Another way to know if your body is getting the nutrients it needs each day is by reading food labels. In the United States, most pre-packaged food is required to provide a Nutrition Facts label that lists the serving size, servings per container, and nutrition information per serving, including what percentage of your daily requirements are being met by the product. Food labels cannot show individuals what they specifically need and if it was met so a a standard is applied uniformly to all food nutrition labels. This is called the Daily Values. DV is based on two standardized values: Reference Daily Intake and Daily Reference Values. The RDI provides standardized value for nutrients that have RDAs including protein and vitamins.

Watch the Reading Labels Video:

- Example 1:

Types of Vegetarian

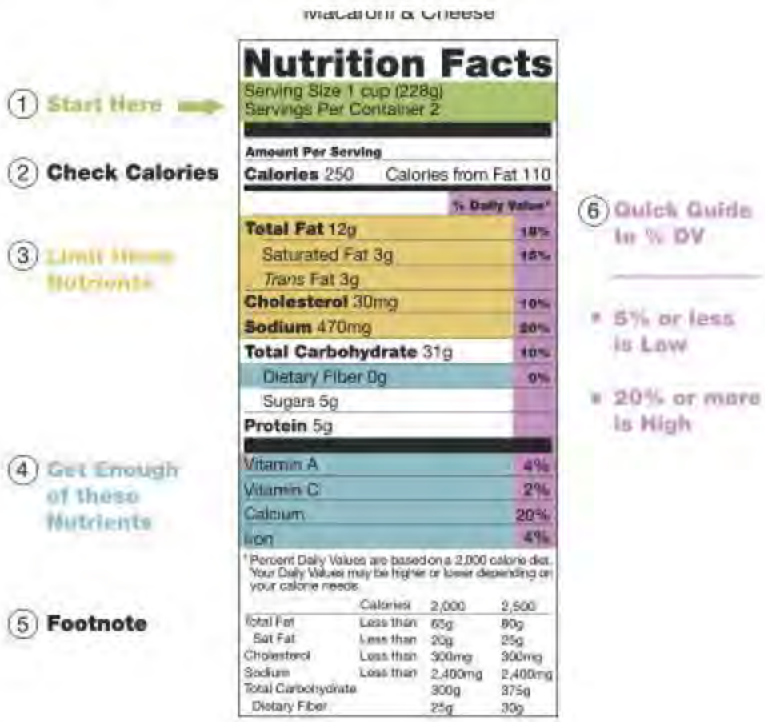
Vegans: consume no foods of animal origin

Lacto vegetarians: exclude meat, poultry, fish, and eggs but include dairy products.

Ovo vegetarians: omit meat, poultry, fish, and dairy products but include eggs.

Lacto-ovo vegetarians do not eat meat, poultry, or fish. However, they include eggs and diary products in their diets.

- Example 2:



- Example 3:

How many serves children and adolescents need each day

Children and adolescents	Bread, Cereals, rice, pasta, noodles	Vegetables, legumes	Fruit	Milk, yoghurt, cheese	Meat, fish, poultry, eggs, nuts,legumes	Extra foods
Children 4-7 years	3-4	4	2	3	1/2 -1	1-2
Children 8-11 years	4-6	4-5	1-2	3	1-1 1/2	1-2
Adolescents 12-18 years	4-7	5-9	3-4	3-5	1-2	1-3

Remember:

- Eat from the rainbow to help you get your recommended daily nutrients.

Mixed Practice:

1. Why do pregnant teenagers have more difficulty meeting the needs of their developing babies than pregnant adults.
2. What are four modifications athletes need to make in their diets.
3. T/F: Adults need more calories than teenagers.
    - (Check Answers)

Other Resources:

- MyPlate.gov: Click here

Please return to the Course Page to go to the next activity.

Answers:

1. Pregnant teenagers must fulfill their own nutrient needs for growth as well as the needs of the growing baby.
2. Increase daily calorie intake, drink plenty of fluids, eat plenty of iron-rich foods, meet daily calcium needs.
3. False

Last modified: Monday, December 22, 2014, 11:52 AM

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NAVIGATION

21st Century Cyber Charter School

- Kylene Ball (Staff)

Home ▶ Courses ▶ 21CCCS Courses ▶ Electives ▶ Drawing: S1 ▶ Part 3 ▶ Complete Lesson Shading and Value (3.1.0)

Complete Lesson Shading and Value (3.1.0)

Goal:

Shading and Value

Objective:

Create 2 full range value scales, 1 using shading and 1 using crosshatching.

Understand the concept of Chiaroscuro and how light falls on and defines an object. Render a sphere or ball using shading and value.

Tools Needed:

Sketchbook,

Essential Questions:

- Why does value and shading add so much visual information to our drawings? Explain in terms of Elements of Art and Principles of Design.

Prior Knowledge:

- Lines and Marks

Lesson:

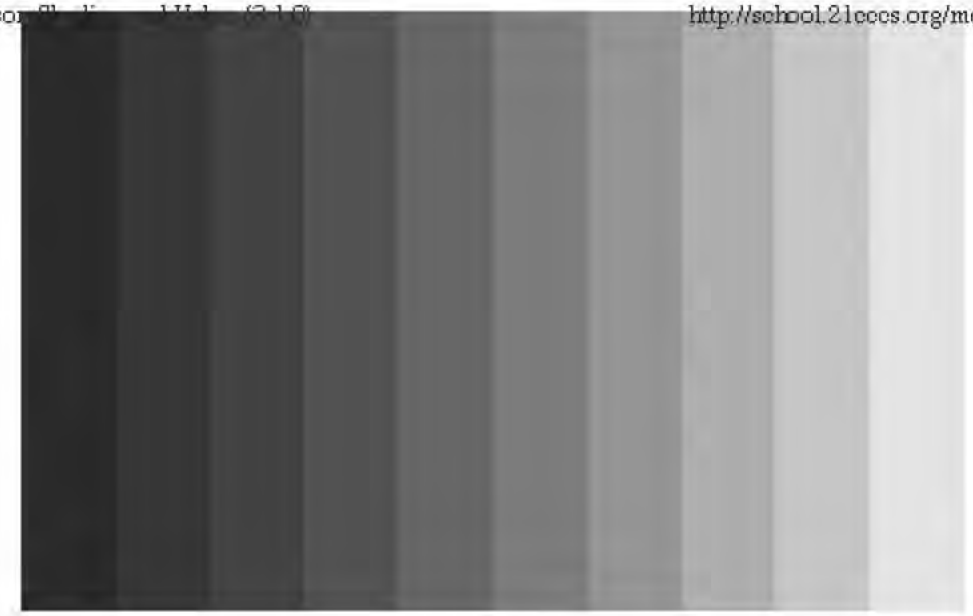
- **Overview:**

  Shading and value are how we indicate the effect of light on our subjects. We can use value to define form, create space, and also create mood. Chiaroscuro is drawing or rendering using one light source. For this lesson you will make a complete 2 value scales first and then using Chiaroscuro draw three eggs with a full value range.

- **Explanation:**

Pencils, and

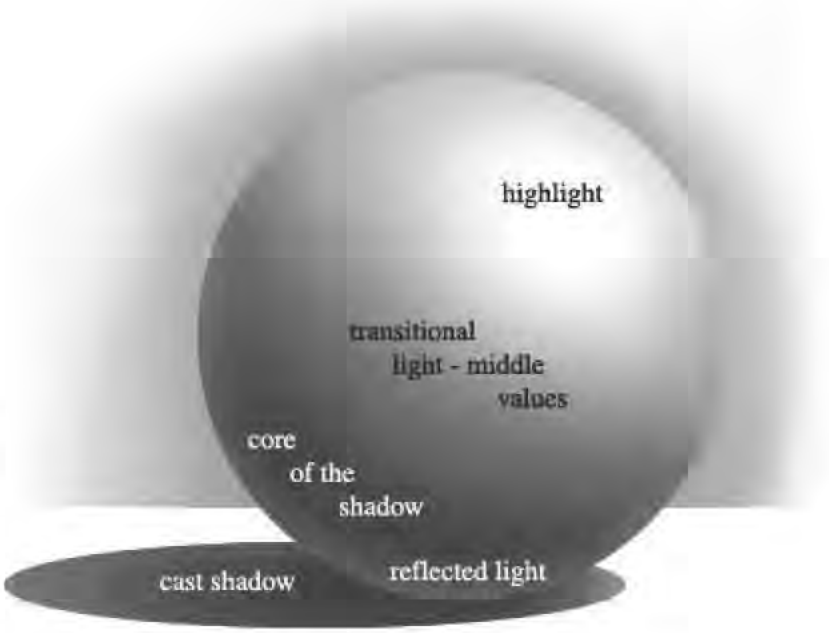
Eraser.



Vocabulary:

value: relative lightness or darkness of a color

shading: the use of marking made within outlines to suggest three-dimensionality, Shadow, or degrees of light and dark in a picture or drawing



light: something that makes vision possible

light source: the representation of light in art. The direction from were the light is coming from.

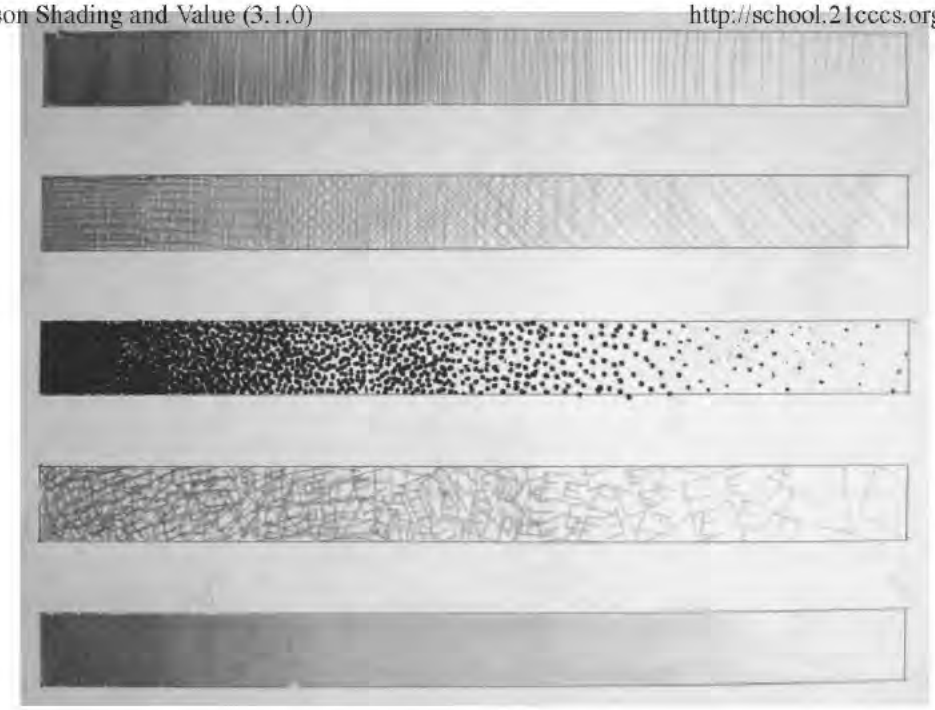
dark: devoid or partially devoid of light : not receiving, reflecting,

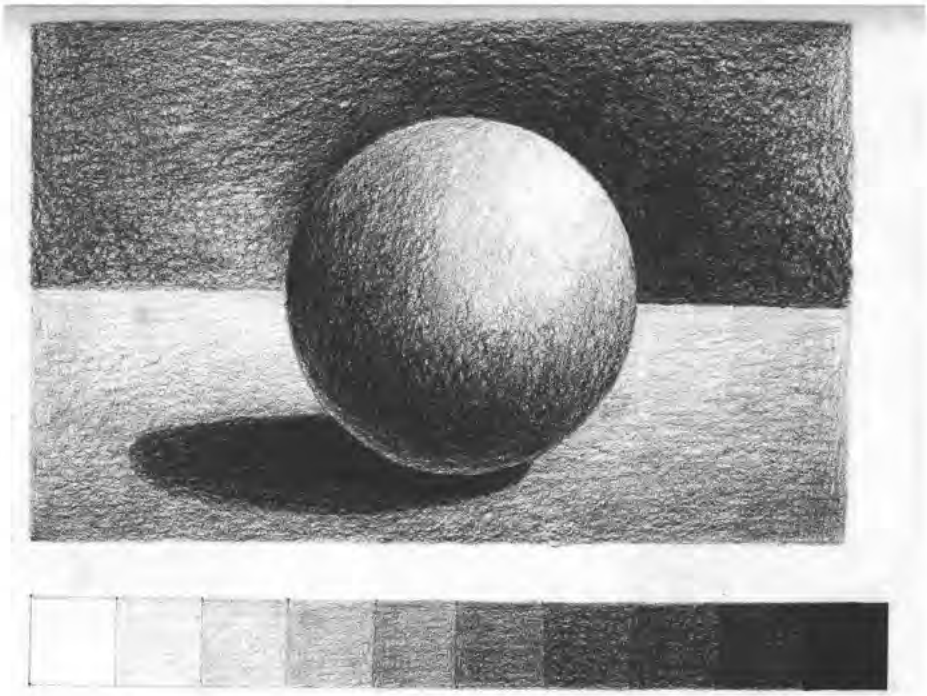
transmitting, or radiating light

shadow: the dark figure cast upon a surface by a body intercepting the rays from a source of light

chiaroscuro: the arrangement or treatment of light and dark parts in a pictorial work of art

contrast: A large difference between two things; for example, hot and cold, green and red, light and shadow. Closely related to emphasis, a principle of design, this term refers to a way of juxtaposing elements of art to stress the differences between them. Thus, a painting





- **Example 1:**

Notice how subtle and smooth the value is in this work. You can accomplish this by smudging graphite (pencil lead) with your finger.

might have bright color which contrast with dark colors, or angular shapes which contrast with curvaceous shapes. Used in this way, contrast can excite, emphasize and direct attention to points of interest.

Creator: Edward Ruscha, North American; American, 1937, (artist)
Title: Bronson Tropics
Work Type: Drawings and Watercolors
Date: 1965
Material: graphite powder and graphite wash, with point of brush and graphite wash (ruled)
Measurements: 33cm x 54.6cm

- **Example 2:**

The light source in this piece comes from the left. See how all of the shadows are on the right. This is a great example of Chiaroscuro.

Creator: Michelangelo Buonarroti (1475 -1564)
Title: Portrait of Andrea Quaratesi
Date: 1530
Material: black chalk, on grey prepared paper, in some places rubbed away and here and there retouched

- **<u>Example 3:</u>**

  In this work value and shading was created using lines. This is a nice example of crosshatching.

Creator: Edward Hopper American, 1882-1967, North American; American
Title: The Lonely House
Work Type: Prints
Date: Not Dated
Material: Etching
Measurements: 366 x 457 mm (14 x 18 in.)

Mixed Practice:

You can do this lesson digitally wth your bamboo tablet.

Other Resources:

- Watch a video on shading and value:

Please return to the Course Page to go to the next activity.

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NAVIGATION

Course Catalog Appendix

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
English	**English Composition**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9**

This course is designed to teach students to effectively write informative and persuasive pieces. Students will learn the writing process and take multiple pieces of writing through drafting, revision, and editing. Emphasis will be placed on the ability to write with focus and attention to the audience. Students will be taught to use appropriate organizational strategies, precise language, and a variety of sentence structures. The course will teach students to use appropriate grammar, mechanics, punctuation, spelling, and sentence formation. The course will include readings, writing assignments, discussion boards, lectures through webcasts (Elluminate sessions), research, WebQuests, group work, presentations, and unit exams. This course will prepare students to take the Keystone Composition Exam. (A Credit Recovery version of this course is also available as needed.)

Course Materials: To Kill A Mockingbird by Harper Lee, Persepolis: The Story of a Childhood

English	**English Composition Honors**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9**

This accelerated course introduces students to elements of literature from various genres at an advanced pace. Rigorous writing techniques and research skills are required. Students will explore many aspects of literature: fiction, nonfiction, poetry, media, art, drama, the novel, and speech. Literary elements such as plot, setting, character, irony, allegory and symbolism will be taught and connections will be made to course texts. The course will include readings, discussion boards, webcasts, research, webquests, group work, presentations, and unit exams.
Plus: The Other Wes Moore and Mockingbird-A Portrait of Harper Lee

Prerequisites: A grade of B or better in previous English course

Course Materials: To Kill A Mockingbird by Harper Lee, Persepolis: The Story of a Childhood, The Other Wes Moore, Mockingbird-A Portrait of Harper Lee

English	**English Literature**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**10**

This course helps students build literary, reading, writing, vocabulary, and listening skills. Students will also learn writing techniques, research skills, and proper grammar usage rules. Building on skills from English Composition, the class explores many aspects of plot and setting, character, narrator and voice, comparing themes, irony and ambiguity, symbolism and allegory, poetry, and drama. The course includes readings, discussion boards, webcasts, research, webquests, group work, presentations, and unit exams. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Passing grade in English Composition or equivalent course

Course Materials: Pride and Prejudice, Macbeth (The Shakespeare Parallel Text Series), The Devil in the White City

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
English	**English Literature Honors**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**10**

This accelerated course helps students build literary, reading, writing, vocabulary, and listening skills. Rigorous writing techniques, research skills, and proper grammar usage rules are required. Building on skills from English Composition, the course explores many aspects of plot and setting, character, narrator and voice, comparing themes, irony and ambiguity, symbolism and allegory, poetry, and drama. The course includes readings, discussion boards, webcasts, research, webquests, group work, presentations, and unit exams.
Plus: My Stroke of Insight

Prerequisites: A grade of B or better in English Composition or equivalent course

Course Materials: Pride and Prejudice, Devil in the White City, Macbeth (The Shakespeare Parallel Text Series)

English	**American Literature**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**11**

This course includes works of American literature with the purpose of familiarizing students with major authors and movements of American literature, from the pre-colonial times to the present. Students will also learn writing techniques, research skills, and proper grammar usage rules. Students will explore many aspects of American literature: fiction, nonfiction, poetry, media, art, drama, the novel and speech. The course includes readings, discussion boards, webcasts, research, webquests, group work, and presentations. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Passing grade in English Literature or equivalent course

Course Materials: Beloved, The Adventures of Huckleberry Finn, This Boy's Life, The Great Gatsby, A Streetcar Named Desire

English	**American Literature Honors**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**11**

This rigorous course includes works of American literature with the purpose of familiarizing students with major authors and movements of American literature, from the pre-colonial times to the present. Students will also learn writing techniques, research skills, and proper grammar usage rules. Students will explore many aspects of American literature: fiction, nonfiction, poetry, media, art, drama, the novel and speech. The course includes readings, in-depth novel studies, extensive project work, discussion boards, webcasts,

Additional Honors Novels: Catcher in the Rye by J.D. Salinger and The Things They Carried by Tim O'Brien

Prerequisites: A grade of B or better in English Literature or equivalent course

Course Materials: Beloved, The Adventures of Huckleberry Finn, This Boy's Life, The Great Gatsby, A Streetcar Named Desire

English	**AP English Literature & Composition**	**Original Credit**	**1.00**	**Full Year**	**Full Year**	**HS**	**11, 12**

This advanced literature course will engage students in careful reading and analysis of a challenging set of literary works from a range of genres including the novel, short story, poetry, nonfiction, and drama. The focus of the course will be on intensive reading and discussion of the literature, as well as critique and evaluation of secondary critical essays. Emphasis will be placed on thoughtful and compelling analysis of the readings using a variety of theoretical frameworks and devices. The course is intended to provide students with an academic experience parallel to that of a college level literature course.

Prerequisites: Course placement requires English teacher recommendation.

Course Materials: Norton Introduction to Literature, King Lear, The Immortal Life of Henrietta Lacks, Invisible Man, Light in August, A Thousand Splendid Suns,

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
English	**Business Communications**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**11, 12**

This course is designed to familiarize students with the many types of written and verbal communications that students will encounter in the business world. Students will also learn writing techniques, research skills, and proper grammar usage. Students will explore many aspects of business communications - business writing, technical documentation, advertising, resumes, verbal communication skills, interviewing, and much more. The course includes readings, blogs, webcasts, research, webquests, group work, and presentations. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Passing grade in English Composition

Course Materials: Who Moved My Cheese?

English	**Creative Writing**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**11, 12**

This course will teach students the major components of the creative writing process by learning writing techniques, peer editing, and self-editing. The primary focus of the course will be on creating and completing various types of creative pieces, culminating with the completion of a "final" piece as designed by the student. Students will explore many aspects of creative writing through blogs, writing activities, and assignments geared towards helping students unlock his or her natural creativity. The course will also include readings, discussion boards, writing, webcasts, webquests and peer editing.

English	**Elements of Language**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**11, 12**

This course is designed to support students in building foundational reading and writing skills. The aim of this course is to prepare students to meet the demands of post-secondary literacy and communication. Students in this course will write for a variety of purposes, from personal narratives to inquiry and analysis essays. Students in this course will develop a deep understanding of their individual reading and comprehension process. They will develop strategies and skills to improve reading comprehension and fluency. Students will read and analyze texts including short stories, novels, essays, nonfiction articles, poetry, and literary nonfiction. (A Credit Recovery version of this course is also available as needed.)

Course Materials: To Be Determined

English	**British & World Literature**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**12**

This course includes works of British and World literature with the purpose of familiarizing students with major authors and movements of British and World literature, from the beginnings of written language to the present. Students will learn writing techniques, research skills, and proper grammar usage rules. Students will explore many aspects of British literature – fiction, nonfiction, poetry, media, art, drama, the novel, and speech. The course will include readings, discussion boards, webcasts, research, webquests, group work, presentations, and unit exams. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Passing grade in American Literature or equivalent course

Course Materials: Elements of Literature 6th Course, Frankenstein-1818 Text

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Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
English	**British & World Literature Honors**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**12**

This rigorous course includes works of British and World literature with the purpose of familiarizing students with major authors and movements of British and World literature, from the beginnings of written language to the present. Students will learn writing techniques, research skills, and proper grammar usage rules. Students will explore many aspects of British literature – fiction, nonfiction, poetry, media, art, drama, the novel, and speech. The course includes readings, in-depth novel studies, extensive project work, discussion boards, webcasts, research, webquests, group work, and presentations.
Plus: The Iliad or Hamlet, Great Expectations or Jane Austen.

Prerequisites: A grade of B or better in American Literature or equivalent course

Course Materials: Elements of Literature 6th Course, Frankenstein-1818 Text, 1776 by David McCullough, see course description

Mathematics	**Algebra Concepts**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**8-10**

The purpose of this course is to extend students' knowledge of Pre-Algebra and to prepare students for Algebra 1. This course will review the basics of real numbers and problem solving. It will include algebraic topics such as: data displays, probability, exponents, polynomials, equation solving, inequalities, functions, slope, equations of lines, patterns, and scatter plots. This course will include practice, quizzes, tests, and projects, as well as reading, research, writing, speaking, and discussion forums. (A Credit Recovery version of this course is also available as needed.)

Course Materials: Algebra Concepts and Applications

Mathematics	**Algebra I**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**8-10**

In this course, emphasis will be placed on operations, linear equations, linear inequalities, linear functions, and data organization. Students will be asked to work with operations, real numbers and expressions, to write and solve linear equations and linear inequalities, to analyze and interpret functions, describe and compute slope, to analyze and interpret a scatter plot, and to use data displays in problem solving situations. Activities will include webcasts, webquests, practice activities, scheduled group work and unit exams. This course will prepare students to take the Keystone Algebra I Exam. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Passing grade in Pre-Algebra

Course Materials: Algebra 1-PH, TI 84 Calculator

Mathematics	**Algebra I Honors**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**8-10**

In this accelerated course, emphasis will be placed on operations, linear equations, linear inequalities, linear functions, and data organization at an advanced pace. Students will be asked to work with operations, real numbers and expressions, to write and solve linear equations and linear inequalities, to analyze and interpret functions, describe and compute slope, to analyze and interpret a scatter plot, and to use data displays in problem solving situations. Activities will include webcasts, webquests, practice activities, scheduled group work and unit exams. This course will prepare students to take the Keystone Algebra I Exam.

Prerequisites: A grade of B or better in Pre-Algebra

Course Materials: Algebra 1-PH, TI 84 Calculator

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Mathematics	**Algebra II**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-11**

The purpose of this course is to extend students' knowledge of Algebra 1 and Geometry as they apply variables, equations, and functions to more in-depth problem solving situations. This course will delve into various algebraic topics including: formulas, variation, factoring, imaginary numbers, quadratics, polynomial functions and equations, radical expressions, rational exponents, exponential and logarithmic functions, logarithmic properties and equations, scatter plots, patterns, sequences, probability, and counting theory. This course will include practice, quizzes, tests, and projects as well as reading, research, writing, speaking, discussion forums, and SAT preparation. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Passing grade in Algebra I and Geometry

Course Materials: Algebra 2-PH, TI 84 Calculator

Mathematics	**Algebra II Honors**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-11**

The purpose of this course is to extend students' knowledge of Algebra 1 and Geometry as they apply variables, equations, and functions to more in-depth problem solving situations. This course will delve into various algebraic topics including: formulas, variation, factoring, imaginary numbers, quadratics, polynomial functions and equations, radical expressions, rational exponents, exponential and logarithmic functions, logarithmic properties and equations, scatter plots, patterns, sequences, probability, and counting theory. This course will include practice, quizzes, tests, and projects as well as reading, research, writing, speaking, discussion forums, and SAT preparation. The honors version of this course includes enrichment in absolute value equations and graphs, matrices, radical functions, and trigonometry.

Prerequisites: A grade of B or better in Algebra I and Geometry

Course Materials: Algebra 2-PH, TI 84 Calculator

Mathematics	**Geometry**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9, 10**

This course will cover more than thirty math content anchors assessed on the 11th grade PSSA mathematics assessment. Students will build upon basic geometry skills by extending ideas about the properties of lines and polygons. Review of the properties of triangles and other skills from Algebra I will show relationships between parts of geometric figures and solving for unknowns. Geometrical proofs and inductive reasoning will be covered. Throughout the course, students will apply the math they learn to real-world situations. This course includes lecture through webcasts, three webquests, small scheduled group work, a midterm exam, and a final exam. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Passing grade in Algebra I

Course Materials: Geometry-PH, TI 84 Calculator

Mathematics	**Geometry Honors**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9, 10**

Students will build upon basic geometry skills by extending ideas about the properties of lines and polygons. This course is an advanced extension of Geometry offered at an accelerated pace, with in depth investigations of concepts presented. Review of the properties of triangles and other skills from Algebra I will show relationships between parts of geometric figures and solving for unknowns. Geometrical proofs and inductive reasoning will be covered. Throughout the course, students will apply the math they learn to real-world situations. This course includes lecture through webcasts, three webquests, small scheduled group work, a midterm exam, and a final exam.

Prerequisites: A grade of B or better in Algebra I

Course Materials: Geometry-PH, TI 84 Calculator

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Mathematics	**Introduction to Accounting**	**Original Credit**	**.5**	**Half Year**	**Semester 1**	**HS**	**10-12**

This course is an introduction to accounting for the junior or senior high school student. The following concepts will be explored: the accounting equation, financial statements including the balance sheet, the income statement, the owner's equity statement, analysis and recording of business transactions. The accounting cycle from recording business transactions into a journal through preparing the post closing trial balance will also be taught. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Passing grades in Algebra I and Geometry

Course Materials: Accounting: Practical Approach, TI 84 Calculator

Mathematics	**Introduction to Statistics**	**Original Credit**	**.5**	**Half Year**	**Semester 2**	**HS**	**10-12**

This course is designed as an introduction to statistics for the junior or senior high school student. In this course, students will build upon algebra skills by working with frequency and probability distributions and applying them to real-world situations involving samples and populations. Students will be able to make inferences about these situations through the statistics that they will learn. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Passing grade in Algebra I and Geometry

Course Materials: Elementary Statistics, TI 84 Calculator

Mathematics	**Algebra III/Trigonometry**	**Original Credit**	**1.00**	**Full Year**	**Full Year**	**HS**	**11, 12**

This course covers quadratics, conics, polynomials, functions, logarithms, factorizations and substitutions, systems of equations, sequences and series, factoring methods, inequalities and functional equations. This course builds on much of the curriculum of Algebra II and is a natural pairing with the Trigonometry course since trigonometric topics are not covered. It also includes many challenging aspects of algebraic problem solving that are not presented in Algebra II. Trigonometry is the study of the dynamic relationship between angles, circles, and motion. In this course, students will review concepts, including trigonometric ratios in triangles on the coordinate plane and in real world applications, and will expand their skills to graphing circular functions, solving novel equations, and proving trigonometric identities. Students will be assessed through a variety of methods including in-depth projects and explorations. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Successful completion of Algebra I, Geometry and Algebra II required.

Course Materials: Trigonometry

Mathematics	**AP Calculus AB**	**Original Credit**	**1.00**	**Full Year**	**Full Year**	**HS**	**11, 12**

This course is the equivalent of an introductory college-level calculus course. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. Students learn to evaluate the soundness of proposed solutions and apply mathematical reasoning to real-world models. Students also learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Students prepare for the AP Calculus Exam and further studies in science, engineering, and mathematics. AP Calculus AB requires use of a graphing calculator.

Prerequisites: Successful completion of Pre-Calculus. Only available to returning students. Third Party Courses require approval from Guidance.

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Mathematics	**AP Calculus BC**	**Original Credit**	**1.00**	**Full Year**	**Full Year**	**HS**	**11, 12**

This course is the equivalent of an introductory college-level calculus course. In this course, students study functions, limits, derivatives, integrals, and infinite series. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. Students learn to evaluate the soundness of proposed solutions and apply mathematical reasoning to real-world models. Students also learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Students prepare for the AP Calculus Exam and further studies in science, engineering, and mathematics. AP Calculus BC requires use of a graphing calculator.

Prerequisites: Successful completion of Pre-Calculus. Only available to returning students. Third Party Courses require approval from Guidance.

Mathematics	**AP Statistics**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**11, 12**

AP Statistics data analysis is dependent on the use of technology. Students should have access to computers that include software capable of doing data analysis. Students will be required to interpret output generated by statistical software programs. Students are not expected to learn how to use various statistical programs. In addition, one of the following Texas Instruments calculators is required, TI-83, TI-83+, TI-84, TI-84+, or a TI 89. The TI-83+ is the most popular calculator for AP Statistics. In most cases the calculator is sufficient but the fundamental tool of data analysis is the computer.

Prerequisites: Two years of high school Algebra.Only available to returning students. Third Party Courses require approval from Guidance.

Mathematics	**Calculus**	**Original Credit**	**1.00**	**Full Year**	**Full Year**	**HS**	**11, 12**

This course provides a comprehensive survey of differential and integral calculus concepts, including limits, derivative and integral computation, linearization, Riemann sums, the fundamental theorem of calculus, and differential equations. Content is presented across ten units and covers various applications, including graph analysis, linear motion, average value, area, volume, and growth and decay models. In this course, students use an online textbook, which supplements the instruction they receive and provides additional opportunities to practice using the content they've learned. Students will use an embedded graphing calculator applet (GCalc) for their work on this course; the software for the applet can be downloaded at no charge.

Prerequisites: Successful completion of Pre-Calculus. Only available to returning students. Third Party Courses require approval from Guidance.

Mathematics	**Consumer Math**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**11-12**

This course is a comprehensive review of arithmetic skills that apply to personal and business opportunities. Topics include whole numbers, fractions, percentages, basic statistics, and graphs. Practical applications in finance, taxes, budgeting, banking, and home ownership are included. Examples of wages, income deductions, insurance, checking and saving accounts, credit, housing expenses, auto expenses, recreational spending, and the cost of transportation are studied. By the course conclusion students will be able to: compute regular, overtime and piecework wages; compute taxes from tables, write a check, deposit slips, and withdrawal slips; reconcile a bank statement, budget for fixed and variable expenses, and compute finance charges and loan payments. (A Credit Recovery version of this course is also available as needed.)

Course Materials: Mathematics-Business & Personal Finance

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Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Mathematics	**Pre-Calculus**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**11, 12**

The purpose of this course is to prepare students for the study of Calculus. The major areas of study include: analyzing functions including power, polynomial, rational, exponential, and logarithmic functions; logarithmic properties and equations; right triangle trigonometry; trigonometric functions and graphs; trigonometric identities and equations; systems of equations and matrices; conic sections; parametric equations; vectors; polar coordinates; and sequences and series. This course will include vocabulary checks, practice, quizzes, tests, and projects as well as reading, research, writing, speaking, and discussion forums. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Passing grade in Algebra I & II and Geometry. Recommended only for students who earned a B or above in Algebra II.

Course Materials: To Be Determined, TI 84 Calculator

Mathematics	**Pre-Calculus Honors**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**11, 12**

The purpose of this course is to prepare students for the study of Calculus. The major areas of study include: analyzing functions including power, polynomial, rational, exponential, and logarithmic functions; logarithmic properties and equations; right triangle trigonometry; trigonometric functions and graphs; trigonometric identities and equations; systems of equations and matrices; conic sections; parametric equations; vectors; polar coordinates; and sequences and series. This course will include vocabulary checks, practice, quizzes, tests, and projects as well as reading, research, writing, speaking, and discussion forums. The honors version of this course includes enrichment in various topics covered in the precalculus class. Topics include systems of linear and nonlinear inequalities, modeling with nonlinear regression, solving linear systems using inverses and Cramer's Rule, estimating limits graphically, and evaluating limits algebraically.

Prerequisites: A grade of B or better in Algebra I, Geometry and Algebra II

Course Materials: To Be Determined, TI 84 Calculator

Mathematics	**Integrated Math**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**12**

This course is designed to be a review of basic algebra, geometry,and advanced algebra topics. The goal of the course is to improve students' proficiency in topics including numbers and operations, measurement, geometry, algebraic concepts, and data analysis and probability. Students will have the opportunity to strengthen their skills in each of the topic areas. Course work includes lesson units, projects, and web based assignments that use real world situations that require math and basic problem solving techniques.
(A Credit Recovery version of this course is also available as needed.)

Course Materials: TI 84 Calculator

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Science	**Biology**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-11**

This course reinforces the Biological Science Standards created by the Pennsylvania Department of Education. This course includes a survey of biology, botany, zoology, cell physiology, microbiology, and genetics. Several extensive labs demonstrate first hand the concepts being taught in this class. At the conclusion of this course students should be able to: explain the structural and functional similarities and differences found among living things, explain the chemical and structural basis of living organisms, describe how genetic information is inherited and expressed, and explain the mechanisms of the theory of evolution. Activities will include webcasts, webquests, and small group work. (A Credit Recovery version of this course is also available as needed.)

Course Materials: Biology- Exploring Life

Science	**Biology Honors**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-11**

This accelerated course reinforces the Biological Science Standards created by the Pennsylvania Department of Education. This course includes a rigorous survey of biology, botany, zoology, cell physiology, microbiology, and genetics. Several extensive labs demonstrate first hand the concepts being taught in this class. At the conclusion of this course students should be able to: explain the structural and functional similarities and differences found among living things, explain the chemical and structural basis of living organisms, describe how genetic information is inherited and expressed, and explain the mechanisms of the theory of evolution. Activities will include webcasts, webquests, and small group work.

Prerequisites: A grade of B or better in previous Science course

Course Materials: Biology- Exploring Life, Jurassic Park, The Uglies

Science	**Earth and Space Science**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-11**

This course is designed to help students develop an understanding of the Earth, its features and processes, resources, weather, and water resources. Earth Science will use visualizations showing animations, simulations, satellite images, and other interactive graphs with explanatory text, enabling students to see the processes of Earth Science at work. This course focuses on the physical features and properties of the earth and the universe, and their relationship to earth's living things and society. Students will be required to apply basic concepts learned in previous science courses to the study of the earth. The course includes readings, discussion boards, webcasts, research, webquests, presentations, and unit exams. (A Credit Recovery version of this course is also available as needed.)

Course Materials: Earth Science, Google Earth

Science	**Earth and Space Science Honors**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-11**

This accelerated course is designed to help students develop an understanding of the Earth, its features and processes, resources, weather, and water resources. Earth Science will use visualizations showing animations, simulations, satellite images, and other interactive graphs with explanatory text, enabling students to see the processes of Earth Science at work. This course focuses on the physical features and properties of the earth and the universe, and their relationship to earth's living things and society. Students will be required to apply concepts from previous science courses for this in-depth study of the earth. The course includes readings, discussion boards, webcasts, research, webquests, presentations, and unit exams.

Prerequisites: A grade of B or better in previous Science course

Course Materials: Earth Science, Google Earth

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Science	**Physical Science**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-11**

This course stresses basic concepts and logical methods of chemistry, physics and ecology as they apply to daily life. Upon completion of this course, students will be able to: explain fundamental scientific principles, distinguish kinds and phases of matter, classify matter, recognize the role of atomic structure in chemical bonding, reactivity, and radioactivity, state the difference between forms and kinds of energy, describe the electromagnetic nature of matter, be able to explain life processes and adaptations, and use the concept of force and motion to solve real world problems. This course will include webcasts, webquests, research, written assignments, a midterm exam, and a final exam. (A Credit Recovery version of this course is also available as needed.)

Course Materials: Physical Science Kit

Science	**Chemistry**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**10-12**

This course builds upon scientific concepts presented in general science and biology courses. Students will explore the theories behind the foundations of chemistry and apply critical thinking skills to solve real-life chemistry problems. Topics include, but are not limited, to the scientific method, atomic theory, the periodic table, types of chemical bonding, chemical nomenclature, the mole, stoichiometry, limiting reactants, percent composition, gas laws, and solutions. Additionally reading and algebraic problem solving strategies will be emphasized in assessments throughout the course. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Passing grade in Biology

Course Materials: Chemistry-PH, Calculator TI 84, Virtual Chem Lab CD

Science	**Chemistry Honors**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**10-12**

This course builds upon scientific concepts presented in general science and biology courses. Students will explore the theories behind the foundations of chemistry and apply critical thinking skills to solve real-life chemistry problems. Topics include, but are not limited, to the scientific method, atomic theory, the periodic table, types of chemical bonding, chemical nomenclature, the mole, stoichiometry, limiting reactants, percent composition, gas laws, and solutions. Additionally reading and algebraic problem solving strategies will be emphasized in assessments throughout the course.

Prerequisites: A grade of B or better in Biology

Course Materials: Chemistry-PH, Virtual Chem Lab CD, Calculator TI 84

Science	**Physics**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**10-12**

Students explore physics concepts using laboratory activities, videos, software, and websites. The purpose of this course is to provide opportunities to study the concepts, theories, and laws governing the interaction of matter, energy, and forces, and their applications to the real world through exploratory investigations and activities. This course is intended for college-bound students with strong mathematical skills. Using conceptual laboratory investigations, students will focus on: energy, thermodynamics, conservation of energy, momentum, kinematics, force and motion waves, electricity and magnetism, matter, space and time, and interactions among science, technology, and society. Activities will include webcasts, lab assignments and small group work. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Passing grades in Biology and Chemistry

Course Materials: Physics Principles and Problems, Calculator TI 84

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Science	**Physics Honors**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**10-12**

Students explore physics concepts at an advanced pace using laboratory activities, videos, software, and web sites. The purpose of this rigorous course is to provide opportunities to study the concepts, theories, and laws governing the interaction of matter, energy, and forces, and their applications to the real world through exploratory investigations and activities. This course is intended for college-bound students with strong mathematical skills. Using conceptual laboratory investigations, students will focus on: energy, thermodynamics, conservation of energy, momentum, kinematics, force and motion waves, electricity and magnetism, matter, space and time, and interactions among science, technology, and society. Activities will include webcasts, lab assignments and small group work.

Prerequisites: A grade of B or better in Biology and Chemistry

Course Materials: Physics Principles and Problems, Calculator TI 84

Science	**AP Biology**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**11, 12**

AP Biology is a year-long course taught at the same level as a first year college biology class. This course adheres closely to the College Board standards for AP Biology and will prepare you to take the AP Biology Exam. The two main goals of this course are to help you develop a framework for biology and to help you gain a deeper understanding of science as a process. In this course, we will be developing higher-level thinking in terms of biology rather than just memorizing terms and facts.

Prerequisites: General Biology and Chemistry. Only available to returning students. Third Party Courses require approval from Guidance.

Science	**AP Environmental Science**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**11, 12**

This course is designed to acquaint you with the physical, ecological, social, and political principles of environmental science. The scientific method is used to analyze and understand the interrelationships between humans and the natural environment. The course shows how ecological realities and the material desires of humans often clash, leading to environmental degradation and pollution. The course consists of six chapters covering the following topics: Earth's Systems, Human Population Dynamics, Natural Resources, Environmental Quality, Global Changes, and Environment and Society. Chapters are divided into several subsections, each of which contains text, animations, laboratory simulations and video presentations by experts.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Science	**Concepts of Environmental Science**	**Original Credit**	**1.00**	**Full Year**	**Full Year**	**HS**	**11, 12**

Students will explore key topic areas including the application of the scientific process to environmental analysis; ecology; energy flow; ecological structures; and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment. Students explore current environmental issues and conduct hands-on research activities, learning that political, private and personal decisions about the environment and the use of resources require research, application of scientific processes, observation and responsible conclusions. Activities will include concept mapping, presentations, speeches and documentary analysis. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Success in previous high school science course

Course Materials: Environmental Science Your World Your Turn, Kilowatt meter/ Enviro. Science Pack

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Science	**Environmental Science**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**11, 12**

Students will explore key topic areas including the application of the scientific process to environmental analysis; ecology; energy flow; ecological structures; earth systems; and atmospheric, land, and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment. Students explore actual case studies and conduct hands-on, unit-long research activities, learning that political and private decisions about the environment and the use of resources require accurate application of scientific processes, including proper data collection and responsible conclusions. Activities will include webcasts, lab assignments and small group work. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Success in previous high school science course and a teacher/school counselor recommendation

Course Materials: Environmental Science Your World Your Turn, Kilowatt meter/ Enviro. Science Pack

Science	**Introduction to Anatomy and Physiology**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**11, 12**

This class covers every major body system ranging from the skeletal system to special senses. With the complexity of the human body, each unit is covered using an outline to focus on the main topics. As students move throughout the class, they will not only learn about each body system, but how these body systems work together. (A Credit Recovery version of this course is also available as needed.)

Course Materials: Essentials of Human Anatomy & Physiology

Social Studies	**American History II**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

American History II begins during the period of reconstruction after the devastation left by the Civil War. From here, the course covers major wars, the roaring 1920's, Great Depression, Civil Rights and the Nixon Administration. Students work in unison with the teacher and each other through synchronous learning tools, email, and online chats to break down and analyze the political, social, and economic facets that changed radically from one presidential term to the next. Students complete a formal webquest project for each war, which challenges them to discover the underlying cause and effect of the war, its outcomes, or alternate scenarios. There is also an extensive research assignment intended to make students an expert on one topic within American History and focus on writing skills. There are short evaluations and a comprehensive final exam. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Passing grade in American History I

Course Materials: The Americans' Reconstruction to the 21st Century, A Young People's History of the United States

Social Studies	**American History II Honors**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

American History II begins during the period of reconstruction after the devastation left by the Civil War. From here, the course covers major wars, the roaring 1920's, Great Depression, Civil Rights and the Nixon Administration. Students work in unison with the teacher and each other through synchronous learning tools, email, and online chats to break down and analyze the political, social, and economic facets that changed radically from one presidential term to the next. Students complete a formal webquest project for each war, which challenges them to discover the underlying cause and effect of the war, its outcomes, or alternate scenarios. There are multiple research assignments in this advanced and rigorous course. There are short evaluations and a comprehensive final exam.

Prerequisites: A grade of B or better in American History I

Course Materials: The Americans' Reconstruction to the 21st Century, A Young People's History of the United States, The Hotel on the Corner of Bitter and Sweet

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Social Studies	**Economics**	**Original Credit**	**.5**	**Half Year**	**Semester 2**	**HS**	**9-12**

This course gives students a comprehensive and practical view of how the principles of economics impact their daily lives. Additional emphasis is placed upon fulfillment of needs and wants, supply and demand, business cycles, the workforce, changes in the economy and governments role in economy. A comprehensive final exam concludes the course. Students participate in webquests, geography, webcasts and discussion forums throughout the course. (A Credit Recovery version of this course is also available as needed.)

Course Materials: Civics in Practice

Social Studies	**Economics Honors**	**Original Credit**	**.5**	**Half Year**	**Semester 2**	**HS**	**9-12**

This advanced course gives students an in-depth comprehensive and practical view of how the principles of economics impact his or her daily life. Additional emphasis is placed upon fulfillment of needs and wants, supply and demand, business cycles, the workforce, changes in the economy and governments role in economy. A comprehensive final exam and research project conclude the course. Students participate in webquests, geography, webcasts and discussion forums throughout the course.

Prerequisites: A grade of B or better in previous Social Studies course

Course Materials: Civics in Practice

Social Studies	**US Government**	**Original Credit**	**.5**	**Half Year**	**Semester 1 and 2**	**HS**	**9-12**

In this course, students will discuss how the structures of American Government and Politics, along with the principles of Economics, affect society. The American Government and Politics portion of the course will explore the foundations of our democracy, the powers and responsibilities of the three branches of the Federal Government, and how the political process and public interest groups influence governmental policy. Activities will include webcasts, webquests, online learning activities, and assignments. (A Credit Recovery version of this course is also available as needed.)

Course Materials: Civics in Practice

Social Studies	**US Government Honors**	**Original Credit**	**.5**	**Half Year**	**Semester 1 and 2**	**HS**	**9-12**

In this advanced course, students will discuss how the structures of American Government and Politics, along with the principles of Economics, affect society. The American Government and Politics portion of the course will explore the foundations of our democracy, the powers and responsibilities of the three branches of the Federal Government, and how the political process and public interest groups influence governmental policy. Activities will include an extensive research project, webcasts, textbook readings, webquests, weekly online learning activities, and assignments.

Prerequisites: A grade of B or better in previous Social Studies course

Course Materials: Civics in Practice

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Social Studies	**World Geography**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

In the World Geography course students will examine, discuss, and apply the five major themes of Geography to compare different world regions. The course begins with an investigation of the five themes of Geography—Location, Place, Movement, Human-Environment Interaction, and Region—and an overview of the main concepts of Human Geography including population trends, migration, culture, political geography, and economic geography. As the course continues, students will apply their knowledge of the five themes and concepts of Human Geography to analyze and compare the following world regions: Europe, Latin America, Sub-Saharan Africa, Southwest Asia, South Asia, and East Asia. Activities will include assignments, weekly live classes, interactive forums, and webquests. (A Credit Recovery version of this course is also available as needed.)

Course Materials: To Be Determined, Google Earth

Social Studies	**World Geography Honors**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

In the Honors World Geography course students will examine, discuss, and apply the five major themes of Geography to compare different world regions. The course begins with an investigation of the five themes of Geography—Location, Place, Movement, Human-Environment Interaction, and Region—and an overview of the main concepts of Human Geography including population trends, migration, culture, political geography, and economic geography. As the course continues, students will apply their knowledge of the five themes and concepts of Human Geography to analyze and compare the following world regions: Europe, Latin America, Sub-Saharan Africa, Southwest Asia, South Asia, and East Asia. Activities will include assignments, weekly live classes, interactive forums, and webquests. In-depth research to complete quarterly honors projects will be required for students to satisfy the requirements of the honors course. Supplemental reading resources will be provided by the instructor.

Prerequisites: A grade of B or better in previous Social Studies course

Course Materials: To Be Determined

Social Studies	**World History**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9 -12**

World History gives students the opportunity to visit the past, connect with the present, and look to the future. The course begins with the Renaissance and moves forward to cover the Scientific Revolution, exploration, African slave trade, Spain's Golden Age, the rise of Austria & Prussia and the Industrial Revolution. From here, students dive into more recent world history exploring the modernization of Japan, Latin America, Africa and the Middle East, WWI, Hitler and Nazi Germany and WWII. To conclude, studies of regional conflicts since 1945 are reviewed. Students will be required to use their knowledge of history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, and social settings. This course will include webcasts, webquests, research writing, narrative writing, a midterm exam, and a final exam. (A Credit Recovery version of this course is also available as needed.)

Course Materials: Animal Farm

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Social Studies	**World History Honors**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

World History Honors gives students the opportunity to study course content with multiple rigorous enrichments such as extensive research writing and additional reading assignments. TThe course begins with the Renaissance and moves forward to cover the Scientific Revolution, exploration, African slave trade, Spain's Golden Age, the rise of Austria & Prussia and the Industrial Revolution. From here, students dive into more recent world history exploring the modernization of Japan, Latin America, Africa and the Middle East, WWI, Hitler and Nazi Germany and WWII. To conclude, studies of regional conflicts since 1945 are reviewed. Students will be required to use their knowledge of history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, and social settings. This course will include webcasts, webquests, research writing, narrative writing, a midterm exam, and a final exam.

Prerequisites: A grade of B or better in previous Social Studies course

Course Materials: Animal Farm, Night

Social Studies	**AP World History**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**10-12**

AP World History covers the history of the world from 600 C.E. to the present with an introduction unit on the period before (covering around 8000 B.C.E to 600 C. E.). The course emphasizes "patterns of change" and the connections between the various world cultures throughout the time period being studied. Students will gain an understanding of the global experiences of humanity and be able to apply that knowledge to their growth and development as "world citizens." The class has two major goals: 1) to prepare students to be successful on the AP World History exam and 2) to provide students with an understanding on why the world developed the way it did.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Social Studies	**AP European History**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**11, 12**

This course is a study of the social, economic, cultural, intellectual, political and diplomatic history of Modern Europe and its place in the history of the world from the fall of Constantinople to the fall of the Berlin Wall and the Soviet Union. The course will be taught at a level and rigor equivalent to that required of students in a college freshman or sophomore Modern European History course. Students will develop an understanding of the major periods, ideas, movements, trends, and themes that characterize European history from approximately 1450-the high Renaissance-to the present. Students develop the ability to analyze historical evidence and express understanding and analysis in writing. The course will prepare students for the College Board examination in European History.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Social Studies	**AP Macroeconomics**	**Original Credit**	**.5**	**Half Year**	**Semester 1 and 2**	**HS**	**11, 12**

Macroeconomics is an emphasis on how the economic system works as a whole. Students study how the economy is measured by using concepts such as gross domestic product (GDP) and other indicators. They examine concepts such as inflation, unemployment, world trade patterns, and the role of the Federal Reserve Bank. Students engage in decision-making processes to create an environment where high employment and a higher standard of living are achievable by using the economic tools of fiscal and monetary policy. This course prepares students for the AP Exam in Macroeconomics.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Social Studies	**AP Microeconomics**	**Original Credit**	**0.50**	**Half Year**	**Semester 1 and 2**	**HS**	**11, 12**

Microeconomics is the study of economics on the level of individual areas of activity and how individuals make choices with limited resources. In AP Microeconomics, students examine concepts such as supply and demand, factors of production, roles of labor and management, the relationship between the environment and the economy, and the effect of government on individual decision making. Students study the stock market as an investment option and trace various stocks throughout the semester using the Wall Street Journal and the Internet as resources. Topics presented include the nature and functions of product markets; theory of the firm; factor market; and role of government. This course prepares students for the AP Microeconomics Exam.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Social Studies	**AP Psychology**	**Original Credit**	**.5**	**Half Year**	**Semester 1 and 2**	**HS**	**11, 12**

This course is a survey of psychology that introduces students to the major topics of the field, the terminology and methodology of psychology, and the historical and current understanding of human behavior and thought- processes. Students learn to analyze human experiences like psychologists do and to apply what they have learned to the world around them. The focus of the course is to prepare students to take the Advanced Placement Psychology course administered by the College Board in the spring of each year.

Prerequisites: General Biology suggested. Only available to returning students. Third Party Courses require approval from Guidance.

Social Studies	**AP U.S. History**	**Original Credit**	**1.00**	**Full Year**	**Full Year**	**HS**	**11, 12**

The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. Students will learn about U.S. history from pre-Columbian times to present day. The course is intended to provide students with an academic experience parallel to that of a college level U.S. History course.

Prerequisites: Course placement requires Social Studies teacher recommendation.

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Social Studies	**AP US History**	**Original Credit**	**1.00**	**Full Year**	**Full Year**	**HS**	**11, 12**

The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. Students will learn about U.S. history from pre-Columbian times to present day. The course is intended to provide students with an academic experience parallel to that of a college level U.S. History course.

Prerequisites: Course placement requires Social Studies teacher recommendation.

Social Studies	**Psychology**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**11, 12**

Psychology is the scientific study of behavior and mental processes. It uses the scientific method to discover ways of understanding the complexities of human thought and behavior, as well as differences among people. Studying psychology gives students lifelong skills such as dealing with issues proactively, solving problems, learning, and nurturing healthy relationships. It helps students understand themselves, and deal with issues in their own lives such as inner conflicts, relationships with parents and peers, and intimacy. It also helps students understand societal problems like drug dependency, aggression, and discrimination. This course exposes students to the major topics found in the field of psychology. Students explore the scientific methods upon which psychology is based. Students participate in webquests, geography, webcasts and discussion. (A Credit Recovery version of this course is also available as needed.)

Course Materials: Invitation to Psychology-3rd edition

Health & PE	**Applied Physical Education**	**Original Credit**	**.5**	**Half Year**	**Semester 1 and 2**	**HS**	**9-12**

This course is a continuation of Introduction to Fitness. Students will continue learning the underlying fundamentals of a "fit for life" attitude. Students are required to complete a portfolio of fitness, which includes self-assessments and activities; this provides them with the opportunity to get active and improve fitness. In this course students will be exploring nutrients and food supplements, strengthening exercises, and learning to design individual fitness plans. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Introduction to Fitness

Course Materials: Fitness for Life 5th Edition, HS PE Kit, Heart Rate Monitor

Health & PE	**First Aid & Emergency Care**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

This course will prepare students to make appropriate decisions regarding First Aid care and to act on those decisions. First Aid can save lives, reduce recovery time, and quite possibly mean the difference between temporary disability or lifelong disability for the victim. Students will learn to recognize the signs and symptoms of injuries, sudden illness, and more. This course will also cover the importance of leading a safe and healthy lifestyle, it will meet student health class requirements, and it will provide students with the option to become Red Cross Certified in CPR and First Aid.

Course Materials: First Aid-Responding to Emergencies

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Health & PE	**Health**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

This course is designed to familiarize students with different health topics; they will consider the implications of decisions and behaviors for their physical, mental emotional, and social health. These three health elements, and the way they are interconnected, constitute the health triangle. This course will help students gain knowledge and skills that will support their efforts to create and maintain a balanced health triangle. Each of the concepts will be reinforced with outside readings. A course requirement includes weekly written observations in a journal. There will be a midterm and final exam. (A Credit Recovery version of this course is also available as needed.)

Course Materials: Glencoe Health 2009

Health & PE	**Introduction to Fitness**	**Original Credit**	**.5**	**Half Year**	**Semester 1 and 2**	**HS**	**9-12**

Introduction to Fitness is a comprehensive program designed to help teens take responsibility of their own activity, fitness, and health; and to prepare them to be physically active and healthy throughout their adult lives. Students will learn the underlying fundamentals for maintaining a healthy lifestyle. Students are required to complete weekly fitness journals which includes self-assessments and physical activities, which will provide them with the opportunity to be active. The course will cover benefits of life-long fitness activities, injury and risk, cardiovascular and respiratory systems, skill-related and health-related fitness components, and fitness programing. After completing the course, students will be able to apply acquired knowledge about the benefits of physical activity to their overall health and wellness. (A Credit Recovery version of this course is also available as needed.)

Course Materials: To Be Determined, HS PE Kit

Health & PE	**Nutrition**	**Original Credit**	**0.50**	**Half Year**	**Semester 1 and 2**	**HS**	**9-12**

This course will begin by addressing some of the basic components of nutrition, then will delve into a variety of topics related to health and nutrition. Students will compare fad diets and look at the implications of poor nutrition. The course will teach students how to decipher food labels and how to plan nutritious meals. Students will investigate processed food and how it affects their health. After completing this course, students will have a strong working knowledge of what to eat to improve their health.

Course Materials: Food Rules: An Eater's Manual

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Health & PE	**Off-Campus PE I**	**Original Credit**	**.5**	**Half Year**	**Semester 1 and 2**	**HS**	**9-12**

This course requires students to take part in an extra-curricular activity provided by a certified instructor in addition to completing the textbook portion of their PE class. Students extend their knowledge and understanding of the fundamentals of physical fitness by completing a fitness log based on their extracurricular activity. Students are encouraged to think critically by incorporating the aspects of fitness learned in class and applying it to their activity. Students will be expected to assume personal responsibility in order to complete weekly fitness logs. This course covers topics including the basics of fitness and physical activity, nutrition, self management skills, positive attitudes, cardiovascular fitness, active aerobics, and skill-related physical fitness. Students are required to keep up with assignments and readings as well as submit weekly fitness logs completed and signed by the certified instructor of the extra-curricular activity. Students must have off-campus activity approved by the PE department prior to participating in this class.

Course Materials: Fitness for Life 5th Edition

Health & PE	**Off-Campus PE II**	**Original Credit**	**.5**	**Half Year**	**Semester 1 and 2**	**HS**	**9-12**

This course requires students to take part in an extra-curricular activity provided by a certified instructor in addition to completing the textbook portion of their PE class. This course builds on the course Off-Campus Physical Education 1. Students extend their knowledge and understanding by independently completing the same fitness logs they did in the previous class. They are expected to relate the material learned to the extra-curricular activity completed outside of class. The course will cover the benefits of physical activity, the basics of health and wellness, and the principles of fitness. Students are required to keep up with assignments and readings as well as submit weekly fitness logs completed and signed by the certified instructor of the extra-curricular activity. Students must have off-campus activity approved by the PE department prior to participating in this class.

Prerequisites: Passing grade in Off-Campus PE I

Course Materials: Fitness for Life 5th Edition

Arts & Humanities	**Advanced Digital Photography**	**Original Credit**	**.5**	**Half Year**	**Semester 2**	**HS**	**9-12**

Advanced digital photography will further develop your technical photography skills, imagery content, and the artistic value of your photographs. This course is designed to take the skills and techniques acquired from digital photography and continue the development of your work into meaningful artistic photography. In this course we define and analyze the successful elements of photography masters and the skill sets used in photography careers. We will reflect and incorporate those successes into our imagery. We will learn technical Photoshop and camera skills, color theory, content and style, advanced design concepts and graphic design. Students will be able to use practical digital photography applications through art and design.

Prerequisites: Successful completion of Digital Photography

Arts & Humanities	**Art Appreciation**	**Original Credit**	**.5**	**Half Year**	**Semester 1**	**HS**	**9-12**

The course is divided into three sections that cover Prehistoric art to the Middle Ages, the Renaissance to Postimpressionism, and Expressionism to present day art. Students will learn to analyze art and gain a deeper understanding for the world around them. The course includes discussion boards, webquests, readings via online media and textbook, quizzes, chapter exams, and a final exam.

Course Materials: Art Kit-High School, The Art Book

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Arts & Humanities	**Digital Photography**	**Original Credit**	**.5**	**Half Year**	**Semester 1 and 2**	**HS**	**9-12**

Through digital photography and graphic design lessons, students begin learning general photographic concepts. Composition skills are then added to photographs and image-editing techniques are practiced. Students also learn how to use layers, crop images, color and lighting concepts, hue and saturation, and exposures and special effects. Graphic design, artistic elements, and software skills are taught while producing graphic images. The concept of design as a matter of visual communication is embedded throughout the course. Students build a portfolio of work and explore the fields of photography, graphic arts, advertising, and illustration.

Course Materials: Digital Camera, Photoshop Elements

Arts & Humanities	**Drawing**	**Original Credit**	**.5**	**Half Year**	**Semester 1 and 2**	**HS**	**9-12**

This course focuses on the technical skill of drawing. The coursework is designed to improve any student's ability to draw regardless of prior drawing experience. This class will use a wide variety of examples from old masters to contemporary artists. Students will be drawing from observation and will complete 10 finished drawings. Instruction formats will be demonstrations, guided practice, and critiques. Students will learn how to draw by focusing on specific, individual elements of drawing to increase his or her skill set. Lessons in line, value, shape/form, texture, positive/negative space, composition, and perspective are included.

Course Materials: Drawing Kit

Arts & Humanities	**Elements of Drama & Theater**	**Original Credit**	**.5**	**Half Year**	**Semester 2**	**HS**	**9-12**

This course is an overview of Western Theater beginning with the Ancient Greek and ending in 20th century. The course is designed to survey the historical aspects of theater and its growth, to reflect on the actor's job to build a character and tell a story, and to bring forward aspects of the backstage work that must occur when successfully performing that story. Students will be engaged in reflection on cultural influences on theater, analysis of character and scripts, creation of original works, and performance.

Course Materials: A Respect for Acting, A Pocketful of Plays- Vintage Drama Vol. 1

Arts & Humanities	**Film Appreciation**	**Original Credit**	**0.50**	**Half Year**	**Semester 1 and 2**	**HS**	**9-12**

This course is designed to introduce students to the art of filmmaking. Students will learn the basic terminology of filmmaking by viewing and critiquing films. Students will learn different "genres" of films and study different film angles and tricks. Students will gain the ability to use appropriately the basic terminology of film production and film analysis. In addition, students will have an understanding of the creative contributions to film, including screenwriting, directing, and performance.

Course Materials: To Be Determined

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Arts & Humanities	**French I**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

French I has been carefully designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for a method of teaching that focuses on successful communication through speaking, writing, reading, and listening, as well as a thorough grounding in aspects of culture. Each unit embodies all of these standards in accordance with the theories described in this document. Unit activities blend different forms of communication and culture to ensure that the student meets all standards. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multi-media presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams. Learning activities in each unit are focused upon a specific theme.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Arts & Humanities	**French II**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

French II has been carefully designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for a method of teaching that focuses on successful communication through speaking, writing, reading, and listening, as well as a thorough grounding in aspects of culture. Each unit embodies all of these standards in accordance with the theories described in this document. Unit activities blend different forms of communication and culture to ensure that the student meets all standards. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multi-media presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams. Learning activities in each unit are focused upon a specific theme.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Arts & Humanities	**French III**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

This course is a continuation of the beginning level courses that will help the student continue learning the French language. In this course, the student will learn listening, speaking, reading, and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the give units of material (feelings, transportation, work, countries, future, health, home, measurements, professions and personal history), students learn to express themselves using an ever increasing vocabulary, present, past, future, and conditional-tense verbs, articles, adjectives and increasingly complex grammatical structures. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is sprinkled throughout the course in an attempt to help the learner focus on the French speaking world and their culture, people, geographical locations and histories. The course is aligned to the national Foreign Language standards.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Arts & Humanities	**French IV**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

This course is a continuation of the beginning level courses that will help the student continue learning the French language. In this course, the student will learn listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the five units of material (People, Achievements, Desires, Activities, Celebrations, Possibilities, The Past, The Arts, Now, It's over!), students learn to express themselves using an ever increasing vocabulary, present, past future and conditional-tense verbs, articles, adjectives and increasingly complex grammatical structures. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is sprinkled throughout the course in an attempt to help the learner focus on the French speaking world and their culture, people, geographical locations and histories. The course is aligned to the national Foreign Language standards.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Arts & Humanities	**German I**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

German I has been carefully designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for method of teaching that focuses on successful communication through speaking, writing, reading, and listening, as well as a thorough grounding in aspects of culture. Each unit embodies all of these standards in accordance with the theories described in this document. Unit activities blend different forms of communication and culture to ensure that the student meets all standards. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multi-media presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams. Learning activities in each unit are focused upon a specific theme.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Arts & Humanities	**German II**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

German II has been carefully designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for method of teaching that focuses on successful communication through speaking, writing, reading, and listening, as well as a thorough grounding in aspects of culture. Each unit embodies all of these standards in accordance with the theories described in this document. Unit activities blend different forms of communication and culture to ensure that the student meets all standards. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multi-media presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams. Learning activities in each unit are focused upon a specific theme.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Arts & Humanities	**German III**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

German III has been carefully designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for a method of teaching that focuses on successful communication through speaking, writing, reading, and listening, as well as a thorough grounding in various aspects of culture. Vocabulary tips are included in each unit. Students will review and expand upon skills learned in German I and II, always proceeding from the known to the new. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multi-media presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams. Learning activities in each unit are focused upon a specific theme.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Arts & Humanities	**German IV**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

This fourth year of German builds upon the first three levels. Students will continue to sharper their reading, writing, and listening skills as well as learn skills to think critically and express themselves on topics relevant to German culture. This fourth level will include authentic texts, current culture, and literature from Germany, Austria, and Switzerland. Every two units will be a special focus on a particular region or city from these areas; these will include such things as culture, tourism, and current events. Students will learn vocabulary, grammar skills, and cultural competency to express themselves on a variety of topics in German. Cultural topics include: contemporary and classical music, expressing opinion, German history, transportation, family, weekend travel, free time activities, youth and technology, multiculturalism, holidays, education, career, and travel in a foreign country. This course is aligned to the national ACTFL Foreign Language standards and provides a way to focus on the five aspects of foreign language instruction: communication, culture, connections, comparisons, and community.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Arts & Humanities	**Graphic Novel Seminar**	**Original Credit**	**.5**	**Half Year**	**Semester 1**	**HS**	**9-12**

This course examines graphic novels, a genre that has grown in popularity and renown in recent years. Students will study history, fiction, classic literature, and science fiction through these inventive books that combines literary texts and illustrations. In addition to analyzing these texts, students will be able to create their own stories and comics. The course may include readings, discussion boards, webcasts, group work, projects, and presentations. Although these books were carefully selected for literary and artistic value, parents should be aware that some may contain images, language, or moments of violence that may not align with their personal values. If you are concerned about the content of these books, please contact the school to discuss your concerns with the teacher.

Course Materials: Laika, King Lear (GN), Katman, I Kill Giants, American Born Chinese, Maus

Arts & Humanities	**History of Rock and Roll**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

This class offers students the opportunity to learn about music's past and present, and its modern significance. Students will listen to music from the past and present, and also create original music using technology. The course will require readings via online media and textbook, quizzes, chapter exams, and a final exam covering the definitive history of the most important artists and their music. (A Credit Recovery version of this course is also available as needed.)

Course Materials: History of Rock Music, The Rolling Stone Illustrated History of Rock and Roll, Garageband Application, Audacity Software

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Arts & Humanities	**Latin I**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

This two-semester course provides an introduction to the fundamentals of Latin grammar. Students develop the skills necessary to translate basic sentences from Latin into English and from English into Latin, and to read simple connected passages of Latin prose and poetry. In the process, students learn how verb conjugations and noun declensions work in a highly inflected language and how to analyze the structure of Latin sentences. The course includes a cross-cultural component, introducing students to the world of ancient Rome by allowing them to acquire knowledge—through word study—of Roman institutions, practices, religious beliefs, and ideological ways of thought.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Arts & Humanities	**Latin II**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

Latin II builds on the foundation in Latin grammar provided by the Latin I course and also includes an in-depth study of Roman mythology and history. Students expand their use of declensions, adjectives, adverbs, and cases. These skills enable them to translate longer Latin texts into English that require a more complex knowledge of grammar rather than just vocabulary. To practice oral Latin skills, students engage in conversations, seek and give items of information, express feelings and emotions, and exchange opinions. Latin II also takes students on a tour of the ancient classical world, including literature, historical workers, and the lives of famous and influential Romans.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Arts & Humanities	**Mandarin Chinese I**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

The purpose of this course is to provide an introduction to Modern Standard Chinese (Mandarin) as a foreign language for beginners. The main goal for this course is for students to acquire a culturally contextualized working knowledge of and essential skills in introductory Chinese. This course aims at developing four basic skills: listening, speaking, reading, and writing, and building a solid foundation in preparation for more advanced studies. This course will include readings, discussion boards, webcasts, written and oral assignments, quizzes, unit exams, projects, and a final exam. Upon completion of this course students will have mastered a set of essential sentence patterns and a vocabulary of approximately 350 words. In addition, this course will help students achieve a better awareness of Chinese culture and society, which will form an important aspect of a truly global perspective. (A Credit Recovery version of this course is also available as needed.)

Course Materials: Int. Chinese Level 1 Part 1 Text, Int. Chinese Level 1 Part 1 Wkb, Int. Chinese Level 1 Part 1 Char Wkb, WACOM tablet

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Arts & Humanities	**Mandarin Chinese II**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

The purpose of this course is to continue to provide instruction in Modern Standard Chinese (Mandarin) as a foreign language for beginners. The main goal for this course is for students to acquire a culturally contextualized working knowledge of and essential skills in introductory Chinese. This course aims at developing four basic skills: listening, speaking, reading, and writing, and building a solid foundation in preparation for more advanced studies. This course will include readings, discussion boards, webcasts, written and oral assignments, quizzes, unit exams, projects, and a final exam. Upon completion of this course students will have mastered a set of essential sentence patterns and vocabulary. In addition, this course will help students achieve a better awareness of Chinese culture and society, which will form an important aspect of a truly global perspective. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Passing grade in Mandarin Chinese I

Course Materials: Int. Chinese Level 1 Part 2 Text, Int. Chinese Level 1 Part 2 Wkb, Int. Chinese Level 1 Part 2 Char Wkb, Wacom

Arts & Humanities	**Music Appreciation**	**Original Credit**	**.5**	**Half Year**	**Semester 2**	**HS**	**9-12**

This class offers students the opportunity to learn about music's past and present, and its modern significance. Students will listen to music from the past and present, and also create original music using technology. Divided into three sections, this course will teach the basic concepts of music, a history of music and contemporary music. The course includes discussion forums, webquests, readings via online media and textbook, quizzes, chapter exams, and a final exam.

Course Materials: Music, The Art of Listening, GarageBand Application

Arts & Humanities	**Music Fundamentals & Keyboarding**	**Original Credit**	**.5**	**Half Year**	**Semester 1**	**HS**	**9-12**

This course offers an introductory level experience in piano and basic music theory. The goal of this class is to have students creating music right away and to leave them with skills they can easily build upon. Students will learn the basics of reading, writing, performing, and improvising music using a 49 key MIDI Keyboard and computer software. Prior music experience is not needed or expected. For students who do have prior experience, the course will offer varying degrees of challenge on certain assignments but remains a beginner level course. While this course is asynchronous, daily or near daily practice is always the best way to learn new musical skills.

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Arts & Humanities	**Spanish I**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

The purpose of this course is to provide an introduction to Spanish as a foreign language for beginners. The main goal for this course is for students to acquire a culturally contextualized working knowledge of and essential skills in level one Spanish, including the use of present tense verbs, introductory conversation skills, and basic vocabulary. This course aims at developing the student's use and understanding of the target language through listening, speaking, reading and writing, as well as building a solid foundation in preparation for more advanced studies. This course will include readings, discussion boards, webcasts, written and oral assignments, quizzes, unit exams, projects, and a final exam so that students may interact with the language in a variety of ways. Upon completion of this course students will have mastered a set of essential sentence patterns and vocabulary that are crucial in their use of Spanish outside of the classroom. In addition, this course will help students achieve a better awareness of Spanish culture and society, which will form an important aspect of a truly global perspective. (A Credit Recovery version of this course is also available as needed.)

Course Materials: Avancemos Level 1

Arts & Humanities	**Spanish II**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

The purpose of this course is to provide an introduction to Spanish as a foreign language for beginners. The main goal for this course is for students to acquire a culturally contextualized working knowledge of and essential skills in introductory Spanish. This course aims at developing four basic skills: listening, speaking, reading, and writing, and building a solid foundation in preparation for more advanced studies. This course will include readings, discussion boards, webcasts, written and oral assignments, quizzes, unit exams, projects, and a final exam. Upon completion of this course students will have mastered a set of essential sentence patterns and a vocabulary. In addition, this course will help students achieve a better awareness of Spanish culture and society, which will form an important aspect of a truly global perspective. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Passing grade in Spanish I

Course Materials: Avancemos Level 2

Arts & Humanities	**Spanish III**	**Original Credit**	**1.00**	**Full Year**	**Full Year**	**HS**	**9-12**

The purpose of this course is to bring students to a more functional and practical understanding of the Spanish language through practicing their reading, writing, speaking, and listening skills. This course will delve into more advanced grammar concepts, such as the subjunctive and the perfect tenses, but will also give students the opportunity to review past grammatical concepts in more detail. This course will include conversational and written grammatical practice, as well as projects, tests, quizzes, and essays to assess a student's ability to read, write, speak and listen to the Spanish language. (A Credit Recovery version of this course is also available as needed.)

Prerequisites: Successful completion of Spanish II

Course Materials: Avancemos Level 3

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Arts & Humanities	**Spanish IV**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**9-12**

This fourth year of Spanish is a continuation of the first three years. The student will continue to sharpen listening, speaking, reading, and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the five units of material, students learn to express themselves using an ever increasing vocabulary, present-tense verbs, past-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is sprinkled throughout the course in an attempt to help the learner focus on the Spanish speaking world and their culture, people, geographical locations and histories. The course is aligned to the national Foreign Language standards.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Arts & Humanities	**Web Design**	**Original Credit**	**.5**	**Half Year**	**Semester 1 and 2**	**HS**	**9-12**

This course includes several guided projects that enable students to develop their own web site. Web design essentials are embedded throughout. Planning a website, storyboarding, page design, layouts and templates are covered. Students learn to create backgrounds, headers, rollovers, and pop-ups.

Course Materials: KompoZer, Photoshop Elements

Arts & Humanities	**World Religions**	**Original Credit**	**0.50**	**Half Year**	**Semester 1 and 2**	**HS**	**9-12**

This course is an introduction to the major teachings and devotional practices of the world's religious traditions including Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam. The course explores the essential differences and similarities between these traditions, the influence of these religious on world history, their philosophical foundations, and their expression in various cultural traditions. The course examines primary and secondary sources. It includes research papers, close readings of essential texts, podcasts, videos, exams and discussion boards.

Course Materials: To Be Determined

Arts & Humanities	**AP French Language & Culture**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**11, 12**

AP French Language students apply their French grammar and vocabulary knowledge and their listening, reading, speaking, and writing skills to a wide variety of real-world contexts. Students learn to speak fluently and accurately, write complicated compositions, and comprehend native speakers. The equivalent of a college-level language course, AP French Language prepares students for the AP Exam and for further study of French language, culture, and literature.

Prerequisites: French III Only available to returning students. Third Party Courses require approval from Guidance.

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Arts & Humanities	**AP Spanish Language & Culture**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**11, 12**

AP Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they've learned in extensive written and spoken exercises. By the end of the course, students will have an expansive vocabulary and a solid, working knowledge of all verb forms and tenses. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP Exam and for further study of Spanish language, culture, or literature.

Prerequisites: Spanish III Only available to returning students. Third Party Courses require approval from Guidance.

Arts & Humanities	**Philosophy**	**Original Credit**	**1**	**Full Year**	**Full Year**	**HS**	**11, 12**

This course is designed to introduce students to the field of philosophy by getting them to think carefully, analytically, and critically about some of the fundamental questions of human existence. Students are encouraged to engage in a dialogue about those questions and answers while studying traditional and modern approaches to the issues with an emphasis on discussion boards and postings. Some of the topics covered include: Epistemology, Rationalism, Empiricism, Idealism, Materialism, and Applied Ethics.

Course Materials: Philosophy-Contemporary Perspectives on Perennial Issues

Electives	**Business Law**	**Original Credit**	**0.50**	**Half Year**	**Semester 1**	**HS**	**9-12**

This course will provide students with a basic understanding of law as it pertains to business. It will provide an overview of our legal system, including statutes and regulations that affect businesses, families, and individuals in a variety of ways. Knowledge of business law is particularly useful because all students will eventually assume the role of citizen, worker, and consumer in society. We live in an increasingly global environment where the laws of different governments and judicial systems frequently conflict. As a result, business students must be prepared to have a basic knowledge of the legal system and how business law impacts commerce, both nationally and internationally. The material covered in the Business Law course is reinforced and enhanced through the use of technology, videos and hands-on, project-based activities whenever possible.

Electives	**Business Marketing**	**Original Credit**	**.5**	**Half Year**	**Semester 2**	**HS**	**9-12**

The purpose of this course is to indoctrinate students into the ways in which a business presents its goods or services to the public. Students will learn about careers in marketing, the impact of social media today, consumer behavior patterns, the 4 P's of marketing, laws and regulations, marketing research, and how to the implement a marketing plan. The course will include readings, use of available technology, discussion boards, presentations, and the analysis of the current and future climate of marketing. This class will prepare those heading to college with an eye towards business or those interested in understanding how a product is made available to the consumer.

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Electives	**Driver's Ed**	**Original Credit**	**0.25**	**Half Year**	**Semester 1 and 2**	**HS**	**9-12**

This course is designed to provide students with enhanced curriculum focused on four major topics as directed by the Pennsylvania Department of Education's Bureau of Curriculum and Academic Services' School Safety Education board along with Indiana University of Pennsylvania's Highway Safety Center. The four main topics covered in the class include: decision-making (which will be utilized throughout the rest of the class), perception and driving strategies for different environments, responsibilities of having a driver's license and owning/maintaining a vehicle, and man-made and natural laws in relation to driving a motor vehicle. Driver's Education is STRICTLY theory and does NOT include a driving portion.

Course Materials: Responsible Driving

Electives	**Fashion & Textiles**	**Original Credit**	**0.50**	**Half Year**	**Semester 1 and 2**	**HS**	**9-12**

Fashion and Textiles is a course designed for students who are interested in fashion and merchandising. Learn how fabrics are used in these areas, how they are made, and the special characteristics each fabric has. Explore the 21st century of textiles from swatch to fashion, and how fabrics and textiles impact the world of fashion design. This course will also examine the origin, culture, and history of fashion, as well as the basic elements and principals of color, fashion, and design. Students will test their skills through hands-on projects, essays, and quizzes. Students will also learn essential communication skills that build success in any business. By the end of the course, students will have a head start in developing the portfolio needed to get started in this exciting field.

Course Materials: To Be Determined

Electives	**HS Family & Consumer Science**	**Original Credit**	**.5**	**Half Year**	**Semester 1**	**HS**	**9-12**

This course explores finances, personal and family responsibilities, and food science in three units . The first unit, financial and resource management will investigate financial decision making, how to choose a job, and managing annual gross income. In the second unit students will learn ways to balance family, work, and community responsibility by covering teamwork and the family life cycle. The final unit, food science and nutrition will review diets and nutritional needs, food engineering, and meal planning. The course includes readings, discussion boards, webcasts, research, webquests, group work, projects, and presentations.

Electives	**Journalism**	**Original Credit**	**.5**	**Half Year**	**Semester 1**	**HS**	**9-12**

Journalism is a course designed for students who are interested in exploring the field of journalism and developing their skills as a writer. This course will investigate the ethical and legal responsibilities of the press, as well as the various forms of media found today. Students will learn the fundamentals of writing hard news stories, feature stories, sports reporting and editorials. They will have numerous opportunities to create original articles throughout the course. Throughout this course, students learn the keys to to conducting an interview and translating that information into an article ready for the press. As a final assignment, students will create a newspaper using the articles they have written throughout the course.

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Electives	**Keyboarding**	**Original Credit**	**.25**	**Half Year**	**Semester 1 and 2**	**HS**	**9-12**

Thist course is designed to increase students' keyboarding skills. This self-paced course provides students with correct keyboarding techniques and typing procedures. This course is ideal for students who wish to improve their 21st century computer communication skills or for individuals who simply want to improve their typing speed and accuracy.

Electives	**Parenting & Child Development**	**Original Credit**	**.5**	**Half Year**	**Semester 2**	**HS**	**9-12**

This course focuses on issues related to parenting and child development. The course begins with time management (balancing parenthood with other responsibilities) and problem solving. Then progresses through units on the challenges faced by parents, the stages of development in infants and children, parenting styles, prenatal health care, special needs children, child care and families in crisis.

Course Materials: Reading Magic

Electives	**Personal Finance**	**Original Credit**	**0.50**	**Half Year**	**Semester 1 and 2**	**HS**	**9-12**

This course uses basic arithmetic skills to explore how the use of money impacts us personally in the world in which we live. Topics include finance, taxes, budgeting, banking, and home/car ownership. Examples of wages, income deductions, insurance, checking and saving accounts, credit, housing expenses, auto expenses, recreational spending, and the cost of transportation are studied. In the second half of the class, investing in your future is explored. Topics include school financing, debt and debt recovery, retirement planning vehicles and investing in stock and bond markets. At the course's conclusion, students will have been exposed to essential financial concepts and financial terms. In addition, this course will help students achieve a better awareness of the world economy and how they may interact with it for a bright and prosperous future.

Course Materials: Personal Finance for Dummies, The Everything Personal Finance in your 20s and 30s Book

Electives	**Study Skills**	**Original Credit**	**.5**	**Half Year**	**Semester 1 and 2**	**HS**	**9-12**

This course is designed for students to investigate their learning styles and discover ways in which to identify their strengths and to use strategies for improving reading; managing time; improving and applying different note-taking systems. Students will analyze how textbooks can be used to help with studying, learn how to efficiently complete research from appropriate websites, and prepare for and take tests so they can apply the appropriate strategies when needed.

Course Materials: The 7 Habits of Highly Effective Teens

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Electives	**Careers 101**	**Original Credit**	**.5**	**Half Year**	**Semester 1 and 2**	**HS**	**10-12**

In this course, students will use an informative interactive process to explore career and life options that fit their individual interests, needs, and skills. Students begin with an examination of their own interests, aptitudes, achievements, and personality styles. Then, they explore potential career matches, examining job market information, conducting informational interviews, and plotting training and educational paths.

Course Materials: What Color Is Your Parachute? For Teens

Electives	**Cosmetology**	**Original Credit**	**0.50**	**Half Year**	**Semester 1 and 2**	**HS**	**10-12**

Students will explore career options in the field of cosmetology. Research into some of the common techniques used in caring for hair, nails, and skin in salons, spas, and other cosmetology-related businesses will also be presented.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Electives	**Hospitality & Tourism**	**Original Credit**	**0.50**	**Half Year**	**Semester 1 and 2**	**HS**	**10-12**

With greater disposable income and more opportunities for business travel, people are traversing the globe in greater numbers. As a result, hospitality and tourism is one of the fastest growing industries in the world. This course introduces students to hotel and restaurant management, cruise ships, spas, resorts, theme parks, and other segments of the industry. Students learn about key hospitality issues; the development and management of tourist locations; event planning; marketing; and environmental issues related to leisure and travel. The course also examines some current and future trends in the field.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Electives	**Intro to Agriscience**	**Original Credit**	**0.50**	**Half Year**	**Semester 1 and 2**	**HS**	**10-12**

Agriculture has played an important role in the lives of humans for thousands of years. It has fed us and given us materials that have helped us survive. Today, scientists and practitioners are working to improve and better understand agriculture and how it can be used to continue to sustain human life. In this course, students learn about the development and maintenance of agriculture, animal systems, natural resources, and other food sources. Students also examine the relationship between agriculture and natural resources and the environment, health, politics, and world trade.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Electives	**Introduction to Forensic Science**	**Original Credit**	**0.50**	**Half Year**	**Semester 1 and 2**	**HS**	**10-12**

Forensic science is the application of basic biological, chemical and physical science principles and technological practices to the purposes of justice in the study of criminal and civil issues. Major themes of study in this course will be pathology, anthropology, odontology, ballistics, trace evidence, entomology, DNA, fingerprints, impression evidence, questioned documents and forensic psychiatry/psychology. This course will present the scientific principles, basic laboratory and field methods forensic scientists use to solve problems. Students will take on the various roles of crime scene investigator, scientists and medical examiner in order to collect and evaluate evidence in a problem-solving environment.

Prerequisites: Successful completion of Biology

Course Materials: Forensic Science Fundamentals & Investigations, Forensic Science Kit

Electives	**Introduction to Health Sciences**	**Original Credit**	**0.50**	**Half Year**	**Semester 1 and 2**	**HS**	**10-12**

Will we ever find a cure for cancer? What treatments are best for conditions like diabetes and asthma? How are illnesses like meningitis, tuberculosis, and measles identified and diagnosed? Health sciences provide the answers to questions such as these. This course introduces students to the various disciplines within the health sciences, including toxicology, clinical medicine, and biotechnology. Students explore the importance of diagnostics and research in the identification and treatment of diseases. The course presents information and terminology for the health sciences and examines the contributions of different health science areas.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Electives	**Public Speaking**	**Original Credit**	**0.50**	**Half Year**	**Semester 1 and 2**	**HS**	**10-12**

The art of public speaking is one which underpins the very foundations of Western society. This course examines those foundations in both Aristotle and Cicero's views of rhetoric, and then traces those foundations into the modern world. Students learn not just the theory, but also the practice of effective public speaking, including how to analyze the speeches of others, how to build a strong argument, and how to speak with confidence and flair. By the end of this course, students will know exactly what makes a truly successful speech and will be able to put that knowledge to practical use.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Electives	**Veterinary Science**	**Original Credit**	**0.50**	**Half Year**	**Semester 1 and 2**	**HS**	**10-12**

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. In this course, students take a look at the animals that live in our homes, on our farms, and in zoos and wildlife sanctuaries, and examine some of the common diseases and treatments for domestic animals. They also learn about toxins, parasites, and infectious diseases that affect not only the animals around us, but at times, humans as well! The course provides an overview of veterinary medicine and science, and how the prevention and treatment of diseases and other health issues are studied and applied.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Electives	**Graduation Portfolio**	**Original Credit**	**.5**	**Half Year**	**Semester 1 and 2**	**HS**	**11, 12**

Employers want to hire highly skilled applicants. With that in mind, the Graduation Portfolio course is designed to engage students in a variety of academic, career, and community service opportunities in order to build these skills. Students will recognize the importance of being marketable in today's economic climate and develop skills such as goal setting, critical thinking and problem solving. Students will demonstrate communication, networking, and workplace skills while focusing on their career interest area. Students will then be asked to reflect on their progress in these essential skills. Upon successful completion of the course, students will have a portfolio of evidence to present to any prospective employer or post-secondary education facility.

Course Materials: Taking People with You: The Only Way to Make Big Things Happen

Electives	**Sociology I**	**Original Credit**	**.5**	**Half Year**	**Semester 1 and 2**	**HS**	**11, 12**

The world is becoming more complex. How do your beliefs, values, and behavior affect the people around you and the world in which we live? Students examine social problems in our increasingly connected world, and learn how human relationships can strongly influence and impact their lives. Exciting online video journeys to an array of areas in the sociological world are an important component of this relevant and engaging course.

Prerequisites: Only available to returning students. Third Party Courses require approval from Guidance.

Electives	**Sociology II**	**Original Credit**	**0.50**	**Half Year**	**Semester 1 and 2**	**HS**	**11, 12**

Sociology is the study of people, social life, and society. By developing a "sociological imagination" students are able to examine how society itself shapes human action and beliefs—and how in turn these factors re-shape society itself! Fascinating online video journeys not only inform students, but motivate them to seek more knowledge on their own.

Prerequisites: Successful completion of Sociology I. Only available to returning students. Third Party Courses require approval from Guidance.

Language Arts	**Language Arts I**	**Original Credit**	**1**	**Full Year**	**Full Year**	**MS**	**6**

The purpose of this course is to build a solid foundation in the reading, writing, vocabulary, and grammar skills that students will find essential throughout their lives. Students will also learn writing techniques, research skills, and test-taking skills. The class will explore many aspects of literature: fiction, nonfiction, poetry, media, art, the novel, and speech. Students will use the five steps of the Writing Process (prewriting, drafting, revising, editing, and publishing). The course will include readings, discussion boards, webcasts, research, webquests, group work, and presentations.

Course Materials: Something For Joey, Around the World, Double Dutch, The Dreamer

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Language Arts	**Language Arts II**	**Original Credit**	**1**	**Full Year**	**Full Year**	**MS**	**7**

The purpose of this course is to familiarize students with elements of literature from various genres. Students will also learn writing techniques, research skills, and the rules of proper grammar usage. The class will explore many aspects of literature: fiction, nonfiction, poetry, media, art, drama, the novel, and speech. Students will use the five steps of the Writing Process (prewriting, drafting, revising, editing, and publishing). The course will include readings, discussion boards, webcasts, research, webquests, group work, and presentations.

Prerequisites: Passing grade in Language Arts I or equivalent course

Course Materials: Stickman Odyssey, The Westing Game, Tangerine

Language Arts	**Language Arts III**	**Original Credit**	**1**	**Full Year**	**Full Year**	**MS**	**8**

The purpose of this course is to build a solid foundation in the reading, writing, and grammar skills that students will find essential throughout their lives. Students will also learn writing techniques, research skills, and the rules of proper grammar usage. The class will explore many aspects of literature: fiction, nonfiction, poetry, media, drama, the novel, oral traditions, and speech. This course will teach both narrative and persuasive writing, and the elements of each of these styles. The course will include discussion boards, lecture, class discussion through live webcasts, research, webquests, collaborative group work, presentations, unit exams, and formal written essays.

Prerequisites: Passing grade in Language Arts II or equivalent course

Course Materials: Mockingbird by Kathryn Erskine, Chains

Mathematics	**Math Essentials**	**Original Credit**	**1**	**Full Year**	**Full Year**	**MS**	**6**

This course focuses on introductory skills of arithmetic and geometry. Concepts covered include: computation of whole numbers, decimals, fractions and mixed numbers, measuring & computing angles, sides, perimeters, radii, diameters, area and volume, equation solving, patterns, graphing, statistical analysis & data plotting, transformation & symmetry, ratios & probability and problem solving strategies. Content is delivered via online individual and group instruction in both synchronous and asynchronous formats.

Course Materials: Mathematics Course 1-PH, TI 30 calculator

Mathematics	**Math Principles**	**Original Credit**	**1**	**Full Year**	**Full Year**	**MS**	**7**

This course builds on arithmetic and geometry concepts gained in a sixth grade math course. Topics will include exponents, factors, fractions, ratios, proportions, percents, probability, displaying data, and graphing using the coordinate plane. Throughout the course, students will incorporate math into real-world situations. This class will include webcast sessions, quizzes, projects, practice, and exams.

Prerequisites: Passing grade in Math Essentials 6 or course equivalent

Course Materials: Mathematics Course 2-PH, TI 30 Calculator

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Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Mathematics	**Pre-Algebra**	**Original Credit**	**1**	**Full Year**	**Full Year**	**MS**	**8**

This course will provide a foundation for Algebra I. Course topics include: real numbers and linear equations, linear inequalities, factoring, fractions, graphing and some elements of geometry. Students will study rational number forms, integers, measurement, and draw conclusions about problem solving. They will be asked to provide written explanations that illustrate his or her thinking and process for solving problems. After completing the course, students will be able to use: integers and expressions to solve problems, decimals in equations, rational numbers, exponents, scientific notation, ratios, proportions, and percents. They will also be able to solve: equations, inequalities, right triangles, graph equations, and find area and volume of various solids. Activities will include lectures using webcast sessions, webquests, practice activities, projects, small scheduled group work and unit exams.

Prerequisites: Passing grade in Math Principles 7 or course equivalent

Course Materials: Pre-Algebra, TI 30 Calculator

Science	**Science Discoveries**	**Original Credit**	**1**	**Full Year**	**Full Year**	**MS**	**6**

This course is a hands–on, active experience. The sixth grade science course employs the scientific method in many contexts as students design and carry out experiments to answer a variety of questions. Throughout the course, students actively investigate patterns of living things, cells and microbes, matter, chemical changes, and temperature. In the area of life science, students will study cells, bacteria, plants and animals. In earth science, students will study water from fresh water to the ocean. In physical science, students explore matter, the Periodic Table, and carbon in detail. This course was designed to follow and reinforce the Biology, Physical Science, Chemistry, Physics, and Earth Science Standards that are provided by the Pennsylvania Department of Education (PDE).

Course Materials: Science Explorer - Discoveries

Science	**Science Investigations**	**Original Credit**	**1**	**Full Year**	**Full Year**	**MS**	**7**

This science course is designed to provide 7th grade students with a survey of sciences, which will include parts of Biology, Physics, Earth and Space, and the Nature of Science. Students will learn that science is everywhere and that there are many connections between each of the sciences and the real world through a variety of activities and assignments, including discussion boards, interactive activities, small group work, and writing assignments.

Prerequisites: Passing grade in 6th grade Science course

Course Materials: Science Explorer - Investigations

Science	**Science Adventures**	**Original Credit**	**1**	**Full Year**	**Full Year**	**MS**	**8**

This course is designed to provide 8th grade students with a solid foundation of basic Biology, Earth and Space Sciences, Physical Science and Chemistry concepts and skills while preparing them for a high school science course. Students will master these skills while relating them to real life situations through a variety of activities and assignments, including discussion boards, small group work and a graphing, researching and writing assignment.

Prerequisites: Passing grades in 6th and 7th grade Science courses

Course Materials: Science Explorer - Adventures

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Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Social Studies	**Ancient History through Modern Times**	**Original Credit**	**1**	**Full Year**	**Full Year**	**MS**	**6**

This middle school World History course gives student the opportunity to explore History's Beginnings, Ancient African and Asian Civilizations, Ancient and Classical Greece, The World of Ancient Rome, Regional Civilizations and Empires, and Medieval and Renaissance Europe. This exploration will occur through activities, webquests, geography, webcasts, forums, and connections to today.

Course Materials: World History: Ancient Through Early Modern Times

Social Studies	**World Cultures**	**Original Credit**	**1**	**Full Year**	**Full Year**	**MS**	**7**

The purpose of this course is to familiarize students with the major themes found in geography including location, place, human environment, movement, and regions. The class will explore these aspects of geography in relation to our country and the world. This class will include webcasts, webquests, group work, and presentations.

Course Materials: People, Places, Change

Social Studies	**American History I**	**Original Credit**	**1**	**Full Year**	**Full Year**	**MS**	**8**

America has a long and fascinating history. This class will take students to the very beginning of its journey. From the explorers that landed in North America, to what life was like in early American settlements, this course will challenge students to take on different perspectives and determine the cause-and-effect relationship of America's early development. American History I will take students through the trials and tribulations of seeking independence, to the struggles of launching a new nation. As a conclusion to the class, students will investigate the growth and impact that slavery had on America's economical development, setting the stage for causes and impact of the Civil War. Students will develop their skills as critical thinkers as they explore primary and secondary documents. This course will include reading, writing, research and speaking assignments.

Course Materials: America History of Our Nation: Beginnings Through 1877, The Notorious Benedict Arnold

Health & PE	**PE/Health I**	**Original Credit**	**.5**	**Half Year**	**Semester 2**	**MS**	**6**

This course is designed to help guide students in making decisions that meet his or her family goals and values. We encourage students to talk with family members in addressing the following topics: understanding health and wellness, taking charge of your health, physical activity and fitness, nutrition, personal health and consumer choices, personal safety, and the environment and your health. Concepts are presented through study guides, flashcards, web activities, concept mapping, group discussion, and podcasts. Weekly fitness activities and logs are used to cover concepts, and guide student choices and workouts.

Course Materials: Teen Health Course 2, MS PE Kit

Course Catalog 2015-2016

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Health & PE	**PE/Health II**	**Original Credit**	**.5**	**Half Year**	**Semester 2**	**MS**	**7**

Building on the themes from PE/Health I, this course covers the following topics: following topics: understanding health and wellness, taking charge of your health, physical activity and fitness, nutrition, personal health and consumer choices, personal safety, and the environment and your health. Concepts are presented through study guides, flashcards, web activities, concept mapping, group discussion, and podcasts. Weekly fitness activities and logs are used to cover concepts, and guide student choices and workouts.

Course Materials: Teen Health Course 2, MS PE Kit

Health & PE	**PE/Health III**	**Original Credit**	**.5**	**Half Year**	**Semester 1**	**MS**	**8**

Building on themes from PE/Health I & II, this course provides a more in-depth look at the following topics: following topics: understanding health and wellness, taking charge of your health, physical activity and fitness, nutrition, personal health and consumer choices, personal safety, and the environment and your health. Concepts are presented through study guides, flashcards, web activities, concept mapping, group discussion, and podcasts. Weekly fitness activities and logs are used to cover concepts, and guide student choices and workouts.

Course Materials: Teen Health Course 2, MS PE Kit

Arts & Humanities	**Art I**	**Original Credit**	**.25**		**Semester 1**	**MS**	**6**

This class offers students the opportunity to learn about art's past and present, and its modern significance. Students will contemplate such questions as the choices artists make when they create and what motivates cultures to create. Personal response and creativity are fostered and encouraged. The course will include weekly online learning activities and assignments. Creating, sharing and forming opinions are the most important aspects of this course. The class will culminate with a virtual gallery show with creating, sharing and forming opinions about art as learning goals.

Course Materials: Art Kit-Middle School

Arts & Humanities	**Music I**	**Original Credit**	**.25**		**Semester 1**	**MS**	**6**

This course is an introduction to learning about music in the past and present. The reasons people make music, how other cultures make music, melody and composition will all be explored. Students will create original musical sketches and pieces. Creating, sharing and forming opinions are the most important aspects of Music I. The course will include weekly online learning activities and assignments, webcasts and podcasts.

Course Materials: Garageband Application, Audacity Software

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Arts & Humanities	**Art II**	**Original Credit**	**.25**		**Semester 1**	**MS**	**7**

This class offers students the opportunity to learn about choosing themes when making art, as well as exploring art criticism. The creation of original artwork is a main focus. The course will include online learning activities, assignments, webcasts and podcasts. Art II allows students to research their interests and present extensive projects to other students in the course.

Course Materials: Art Kit-Middle School

Arts & Humanities	**Music II**	**Original Credit**	**.25**		**Semester 1**	**MS**	**7**

This course will be an overview of the elements of music, a short review of form and structure and a development of a comprehensive list of prominent musical styles. Three styles of music will be reviewed for historical context and contemporary relevance. The course will include online learning activities, assignments, webcasts and podcasts. Music II allows students to research their interests and present extensive projects to other students in the course.

Course Materials: Garageband Application, Audacity Software

Arts & Humanities	**Art III**	**Original Credit**	**.25**		**Semester 2**	**MS**	**8**

This course will create a structure that allows students to reflect upon and recognize the art-making process. Students will explore and be in close touch with each step of the process of art making. The entirety of this course will be based in studio work reflecting specific fields of visual and practical art. Research, design, execution and abstraction of architectural art are expected. The course will include online learning activities and assignments, webcasts and podcasts.

Course Materials: Art Kit-Middle School

Arts & Humanities	**Music III**	**Original Credit**	**.25**		**Semester 2**	**MS**	**8**

This course introduces American musical genres and the major artists of each genre historically. Students will survey the emergence of popular musical forms and the roots of each form beginning at the early 1900s. Each major American musical form produced a number of important artistic innovators; these will be highlighted and interpretations of these contributions will be part of the course content. This course will push students to recognize the process one must take while being creative. The course will include weekly online learning activities and assignments, webcasts and podcasts.

Course Materials: Garageband Application, Audacity Software

Course Catalog 2015-2016

Category	Course Name	Academic Level	Credits	Course Length	Semesters Offered	Course Level	Suggested Grades
Electives	**MS Family & Consumer Science**	**Original Credit**	**.25**	**Half Year**	**Semester 1**	**MS**	**8**

This course is an overview of three important units in family and consumer science . In the first unit, financial and resource management, we will explore personal and consumer finances and decision making. In the second unit students will learn ways to balance family, work and community responsibility by learning about decision making, time management, and leadership. The final unit, food science and nutrition will introduce students to making good food choices, food handling and preparation, and understanding nutritional information. The course includes readings, discussion boards, webcasts, research, webquests, group work, projects, and presentations.

Lesson Plans Appendix

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LIVE CLASS Lesson Plan

Lesson Information	
Title of Lesson	Close reading: Fictional Text – Examining beginnings
Course	Language Arts II
PA Standards	
PA Core Standards	CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. CC.1.3.7.E Analyze how the structure or form of a text contributes to its meaning. CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E07.A-K.1.1.1 CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.A-K.1.1.1 CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. L.F.1.1.1 L.F.1.3.1 L.F.2.1.2 CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. Key Ideas and Details Literary Elements CC.1.3.6.C Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
Assessment Anchors	A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot). A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

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Learning Objectives (what students will be able to do after this lesson) – Should be stated explicitly to the students *(2-3minutes)*	
Objectives	Students will be able to analyze how the first paragraph of a short story shapes the tone and meaning of the rest of the text. Students will be able to analyze the choices an author makes in beginning a story.
Data that indicates students' need for this objective/lesson	My 7th graders have struggled all year with metacognitive thinking. They don't see a text as connected to a writer and has having gone through the writing process. By focusing on the text moves in just one paragraph of the text hopefully I can open up this thinking for them.

Lesson	
Hook (create immediate interest) *3-5 minutes*	**How have you been feeling about the end of the school year? Does it get harder to work as you get closer to the end of the year? Tom Sawyer connection.**
Explanation/ MiniLesson (teacher presenting material) *15- minutes*	• **Brief background on Tom Sawyer.** • **Read the whole chapter together as a class.** • **Explain to students that today we'll be examining how an author begins a fictional story. Instead of close reading the whole story we'll be focusing on the first paragraph.** • **Give students 4 minutes to read the first paragraph again to themselves. Remind them that they are at home so they can read out loud if that is a better strategy for them.** • **Ask, "Does anyone remember what passive voice is?" Passive voice occurs when the usual subject of a sentence appears as the object of the verb. Therefore, the sentence is "flipped."** • **Ask, "Why would Mark Twain write 'Monday morning found Tom Sawyer miserable', instead of 'Tom Sawyer feels miserable on Monday morning'?"** • **Discuss as a class, then think pair share: In the first paragraph of the story, Twain writes about Tom "going into captivity and fetters"? By using these words, what metaphor does the author infer to communicate Tom's feelings about school?** • **Whole class: Think about the meaning of the word "odious", at the end of the first paragraph. Why does Tom feel that going to school today is particularly "odious"?**
HOT Questions (at least 2 you will ask during your lesson)	**In the first paragraph of the story, Twain writes about Tom "going into captivity and fetters"? By using these words, what metaphor does the author infer to communicate Tom's feelings about school?** **In the opening line of the text, Twain writes, "Monday morning found Tom Sawyer miserable"? In this statement, Twain personifies Monday morning to demonstrate the**

	power it has over the main character. What evidence from the text can you cite to show the effect that Monday morning has on Tom?
Embedded Keystone Skill (include Keystone Assessment Anchor) *Math/Science – Algebra I English/Social Studies-Lit. Electives/PE – Alg I or Lit*	
Formative Assessment (How do you know they "get it"?)	**Students' ability to answer the discussion questions will help me to judge whether or not the close reading supported student understanding.**
Student Activity (how they will interact with the material you taught-group work, practice problem, etc) ***15-20 minutes***	Group work response question: In the opening line of the text, Twain writes, "Monday morning found Tom Sawyer miserable"? In this statement, Twain personifies Monday morning to demonstrate the power it has over the main character. What evidence from the text can you cite to show the effect that Monday morning has on Tom?
Wrap-Up – How are you going to close your class? (re-cap what has been taught, link to an assignment they could work on with this new knowledge, ticket out the door, etc) ***(5-10 minutes)***	Discuss group work response as a whole class. Examine model response and compare student answers.

Differentiation	
Group (student names:)	**Activity**

__X__ I have reviewed the lessons and assignments in Part __15___and have made all necessary corrections.

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LIVE CLASS Lesson Plan

Lesson Information	
Title of Lesson	Evaluating Arguments and Analyzing Forms of Media
Course	Language Arts III
PA Standards	
PA Core Standards	**CC.1.2.8.B** **Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.** **CC.1.2.7.D** **Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.** **CC.1.2.7.I** **Analyze how two or more authors present and interpret facts on the same topic.**
Assessment Anchors	B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. B-K.1.1.2 Determine a central idea of a text and analyze its development over the course of the text, including B-C.3.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. B-C.3.1.2 Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.

Learning Objectives (what students will be able to do after this lesson) – Should be stated explicitly to the students *(2-3minutes)*	
Objectives	Students will be able to analyze the argument and evidence presented in different forms of media. Students will be able to take a side in a debate and support their opinions with evidence.
Data that indicates students' need for this objective/lesson	Students have primarily been working with one level of analysis when evaluating argument in this class. To take our thinking deeper we are adding a second element of form to our discussion of effectiveness.

Lesson	
Hook (create immediate interest) ***3-5 minutes***	**Quick write: Where do you see yourself in the next five years?**
Explanation/ MiniLesson (teacher presenting material) ***15- minutes***	**-Discuss what it means to analyze something.** **-Ask students: What should we look for/be aware of when analyzing an argument?** **-Explain that today we will be conducting an analysis on two levels. We will be looking at the effectiveness of arguments, but also of the way in which they are presented.**

	-We will then read/watch: a short video, two short opinion pieces, and an infographic. After working with each text students will discuss the argument they see presented and the evidence to support that argument.
HOT Questions (at least 2 you will ask during your lesson)	**What forms of media are most effective in presenting an argument? What forms are least effective? How does a writer/speaker construct an effective argument?**
Embedded Keystone Skill (include Keystone Assessment Anchor) *Math/Science – Algebra I English/Social Studies-Lit. Electives/PE – Alg I or Lit*	
Formative Assessment (How do you know they "get it"?)	**Discussion of the two mentor texts will serve as indicator of whole class understanding. Small group analysis/discussion of arguments and evidence will also serve as an assessment.**
Student Activity (how they will interact with the material you taught-group work, practice problem, etc) ***15-20 minutes***	Which of the three forms of media that we worked with today was most effective? Why? Where do you fall in terms of this debate? What is your opinion? Support your reasoning with evidence from the texts.
Wrap-Up – How are you going to close your class? (re-cap what has been taught, link to an assignment they could work on with this new knowledge, ticket out the door, etc) ***(5-10 minutes)***	Whole class discussion. Vote on which form of media was most effective.

Differentiation	
Group (student names:)	**Activity**

__X__ I have reviewed the lessons and assignments in Part 29 and have made all necessary corrections.

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LIVE CLASS Lesson Plan

Lesson Information	
Title of Lesson	PSSA Races and Chapter 13: The Aztecs
Course	Ancient History
PA Standards	1. 8.4.6.A: Explain the social, political, cultural, and economic contributions of individuals and groups to world history. 8.4.6.C: Explain how continuity and change have impacted world history.
PA Core Standards	CC.8.5.6.-8.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Assessment Anchors	R6.A.1.4.1: Identify and/or explain stated or implied main ideas and relevant supporting details from text.

Learning Objectives (what students will be able to do after this lesson) – Should be stated explicitly to the students *(2-3minutes)*	
Objectives	SWBAT…Employ a set step by step strategy in order to tackle open ended questions similar to the ones they will see on the PSSA. This strategy includes citing and explaining evidence.
Data that indicates students' need for this objective/lesson	Based on the exams released and the present writing levels of the 6th graders as a whole, we need to practice open ended questions as much as possible between now and the PSSAS

Lesson	
Hook (create immediate interest) ***3-5 minutes***	**Show short video from History channel on the things that the Aztecs invented.** **Ask students—out of the items the Aztecs introduced in the video, what do you think has the biggest impact on us today? Why?** **Follow up…Do you think it was a good thing that the Cortez and his men found he Aztecs? Why or why not?**
Explanation/ MiniLesson (teacher presenting material) ***15- minutes***	**Review the steps of the RACE strategy for writing essays with students.** **Show examples of how essays are scored and show example essays written by the teacher scoring at 3, 2, and 1** **Read through a short NF article called "The Aztec Empire for Kids: Daily Life"** **Students will be asked to write a RACE response to the question:** **What are two major differences between the rich and the poor in Aztec civilizations? Be sure to use specific examples to explain the differences.** ***Students save their answers in their worksheet to share with classmates later.***
HOT Questions (at least 2 you will ask during your	**Ask students—out of the items in the video, what do you think is the most important thing the Aztecs introduced the**

lesson)	**Spanish to? Why?** **What are two major differences between the rich and the poor in Aztec civilizations? Be sure to use specific examples to explain the differences.**
Embedded Keystone Skill (include Keystone Assessment Anchor) *Math/Science – Algebra I* *English/Social Studies-Lit.* *Electives/PE – Alg I or Lit*	**Citing specific textual evidence to support answers. See question above.** **-Directly relates to PSSA test open ended questions**
Formative Assessment (How do you know they "get it"?)	**Students will be asked to write a RACE response to the question:** **What are two major differences between the rich and the poor in Aztec civilizations? Be sure to use specific examples to explain the differences.**
Student Activity (how they will interact with the material you taught- group work, practice problem, etc) ***15-20 minutes***	In pairs, students will share their essay response answers to each other. They will be asked to talk about ways to improve each other's answers. Students will work together to make sure that both of their essays would receive a score of 3.
Wrap-Up – How are you going to close your class? (re-cap what has been taught, link to an assignment they could work on with this new knowledge, ticket out the door, etc) ***(5-10 minutes)***	Share some good student essay examples that would be a 3. Exit ticket: What does R.A.C.E. stand for? Link to part 13 of class.

Differentiation	
Group (student names:)	**Activity**
Ci and Cr Astacio ***B. Gartner*** ***K. Stoltzfus*** ***A. Ahmad*** ***Gr. and Sa Dupuis*** ***Ke. Stoltzfus***	**Students who struggle with writing (based on assignments so far this year) will be given a worksheet that breaks down what each sentence should say. It will have the "restate the question" part already done so they will have a head start and fill in the "A.C.E.C.E" parts on their own.**

__x__ I have reviewed the lessons and assignments in Part _____13_____ and have made all necessary corrections.

Article:

The rich nobles lived in luxury. The Aztecs had slaves to do much of the work for them. The poor did not have slaves. The poor worked all the time.

The Rich: The rich lived in homes built of sun-dried brick and sometime stone. The homes had a coating of white wash to make them sparkle in the sun. Homes had a separate place for steam baths. Water was poured over hot stones to generate steam. Bathing was an important part of daily life. Steam baths were taken every day. Their clothes were colorfully embroidered and decorated with features. They carried fans made of feathers. Feathers were a sign of status.

The Poor: The poor were most farmers. They lived in huts with thatched roofs. They had little furniture. They wove mats for the floor and baskets to hold their belongings. They did have blankets. They had pots for cooking. Each home had a garden where the poor could grow food for themselves. Their clothes were simple and NEVER decorated with feathers. It was against the law for a commoner to carry anything made of or decorated with feathers. If they broke this law, they were killed.

All people, including children, had to follow a set code of behavior. Everything was written down. These were laws. They had to obey the laws or they could be killed. All kids went to school, even slaves. Everyone had to know the laws and follow them.

The Aztecs honored exceptional athletic ability. So it's not surprising that they also loved dangerous sporting events. But they also loved poetry. Their poetry was about love, and children, and war, and good deeds, and proper behavior.

Example of an essay scoring 0:
I wish I was a rich Aztec.

Example of an essay scoring 1:
The Aztecs had a lot of differences between rich and poor. The poor ones had to be slaves. The rich ones weren't slaves. That's all the difference.

Example of an essay scoring 2:
The Aztecs had a lot of differences between rich and poor. The poor ones had to be farmers and work alot. The rich ones weren't slaves, they carried feathers. They also took lots of baths. That's the difference between the rich Aztecs and the poor Aztecs.

Example of an essay scoring 3:

There were many differences between the rich and poor Aztecs. First, the rich Aztecs lived in homes made from sun dried bricks and stones, while the poor lived in huts. This shows how the rich lived in much nicer houses. Secondly, the rich had clothes that were colorful and decorated with feathers. The poor Aztecs had very simple clothes that weren't decorated with any feathers. This is because the poor people had to work as farmers, and feathers were a symbol of status that they could not afford. It is clear that the rich had much nicer homes and clothes than the poor, and they had much better lives.

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LIVE CLASS Lesson Plan

Lesson Information	
Title of Lesson	Careers in Marketing
Course	Business Marketing
PA Standards	**15.9.12.A:** Analyze and summarize professional designations, careers, and organizations within the field of marketing, including the educational and certification requirements for each.
PA Core Standards	C **L.N.1.1** Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
Assessment Anchors	**L.N.1.1.2** Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

Learning Objectives (what students will be able to do after this lesson) – Should be stated explicitly to the students *(2-3minutes)*	
Objectives	To understand the potential careers available in the field of advertising through visual aides and non-fiction excerpts. To understand how to understand author's purpose and translate information from an excerpt to answer prompted questions.
Data that indicates students' need for this objective/lesson	Continuing to see a lack of proper supported answers in submissions in Marketing. Will work on providing supporting evidence

Lesson	
Hook (create immediate interest) ***3-5 minutes***	**Mad Men theme song introduction. Set up the lesson.**
Explanation/ MiniLesson (teacher presenting material) ***15- minutes***	**Going to give the students a look at each member of an advertising agency and what they do, through video and discussions of Mad Men clips. Go over positions in companies and give live clips of what the job looks like and entails.** **Talk about majors offered at different colleges in the field of marketing.**
HOT Questions (at least 2 you will ask during your lesson)	**What is the difference between copyrighters and art directors?** **If you wanted to be a marketing executive, what would be the career steps you would need to take?**
Embedded Keystone Skill (include Keystone Assessment Anchor) *Math/Science – Algebra I* *English/Social Studies-Lit.* *Electives/PE – Alg I or Lit*	**L.N.1.1.2** Explain, describe, and/or analyze examples of a text that support the author's intended purpose. Read an excerpt from "Confessions of an Advertising Man" by David Ogilvy about the advertising office. In PDF form. We are then going to discuss and interpret what was read.

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	Answer questions based on the specific excerpt from the text.
Formative Assessment (How do you know they "get it"?)	**What is "creative" in an advertising agency?**
Student Activity (how they will interact with the material you taught- group work, practice problem, etc) ***15-20 minutes***	See Embedded Keystone Skills.
Wrap-Up – How are you going to close your class? (re-cap what has been taught, link to an assignment they could work on with this new knowledge, ticket out the door, etc) ***(5-10 minutes)***	Where would you want to work in advertising if given the opportunity?

Differentiation	
Group (student names:)	**Activity**

__JM__ I have reviewed the lessons and assignments in Part ___3_____ and have made all necessary corrections.

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LIVE CLASS Lesson Plan

Lesson Information	
Title of Lesson	Subjunctive with Doubt and Emotions
Course	Spanish III
PA Standards	**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics. **Standard 2.2**: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
PA Core Standards	**CC.1.2.9–10.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
Assessment Anchors	**L.N.1.2** Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

Learning Objectives (what students will be able to do after this lesson) – Should be stated explicitly to the students *(2-3minutes)*	
Objectives	Students will be able to: - Conjugate verbs into the subjunctive - Identify when to use the subjunctive in instances of doubt and emotion -Discuss and analyze an article (in Spanish) on the effects of stereotypes in our world.
Data that indicates students' need for this objective/lesson	Students can work to improve their vocabulary acquisition skills as tested on the CDT.

Lesson	
Hook (create immediate interest) ***3-5 minutes***	**Video en español that discusses gender stereotypes. I will ask students follow up questions to understand what they were able to take from the video and what they understood.** **https://www.youtube.com/watch?v=vzC-VOSjQSA** **This lesson we will be diving into the subjunctive by using emotion and doubt. As a result and for practice, we will discuss stereotypes using the subjunctive with doubt and emotion.**
Explanation/ MiniLesson (teacher presenting material) ***15- minutes***	**We will discuss the use of the subjunctive with doubt and emotion by highlighting the trigger phrases.** **Many students have difficulty remembering and determining when sentences are using doubt and when they are not. We will discuss strategies and tricks and tips for them to remember those.**
HOT Questions (at least 2 you will ask during your	**¿Cuáles son los problemas con esterotipos en el mundo?**

lesson)	¿Qué es el propósito del ensayo? ¿Cómo sabes?
Embedded Keystone Skill (include Keystone Assessment Anchor) *Math/Science – Algebra I English/Social Studies-Lit. Electives/PE – Alg I or Lit*	**L.N.1.2** Use appropriate strategies to determine and clarify meaning of vocabulary in literature
Formative Assessment (How do you know they "get it"?)	**Comprehension checks will be performed periodically throughout the class after each of the sections about doubt and then emotions with practice sentences.**
Student Activity (how they will interact with the material you taught-group work, practice problem, etc) ***15-20 minutes***	As a group, we will look at pictures of people and the students will write their sentences in the subjunctive based on their assumptions and expectations about what those people do on a daily basis. Afterwards, we will read an article about those stereotypes that exist in our world and the effect that they have. Students will use their context clues to determine the meaning of unfamiliar vocabulary, as this article is slightly above their reading level.
Wrap-Up – How are you going to close your class? (re-cap what has been taught, link to an assignment they could work on with this new knowledge, ticket out the door, etc) ***(5-10 minutes)***	We will end the class with a conversation practice and a discussion (in Spanish) about the article we read. What are the effects of stereotypes in our world, and what the author's purpose was in the article?

Differentiation	
Group (student names:)	**Activity**

____ I have reviewed the lessons and assignments in Part ____9_____ and have made all necessary corrections.

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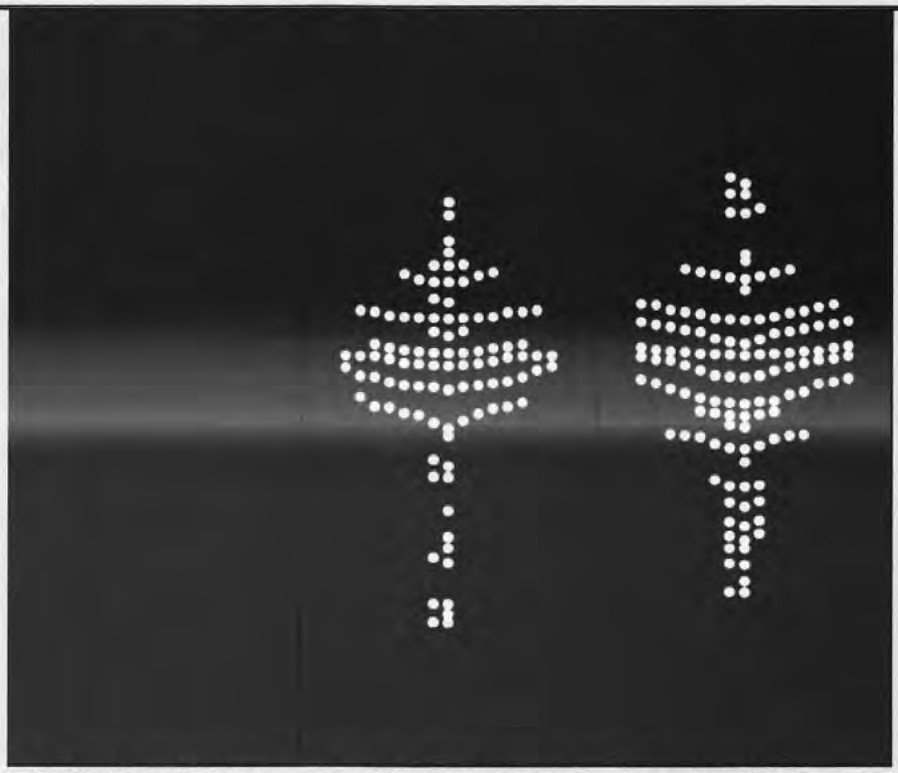
LIVE CLASS Lesson Plan

Lesson Information	
Title of Lesson	America's Makeover: The New Deal!
Course	American History 2
PA Standards	**5.2.U.B:** Analyze strategies used to resolve conflicts in society and government. **5.2.U.C:** Examine political leadership and public service in a republican form of government. **6.1.U.C:** Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations. **6.2.U.A:** Analyze the flow of goods and services in the national economy. **6.2.U.E:** Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, recession, and depression. **6.3.U.B/D:** Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. Ethnicity and Race Working conditions Immigration Military conflict Economic Stability **6.4.U.C:** Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. **6.5.U.B:** Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. **6.5.U.E:** Define wealth and describe its distribution within and among the political divisions of the United States.
PA Core Standards	CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.6.9-10.E. Use technology, including the Internet, to produce publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
Assessment Anchors	

Learning Objectives (what students will be able to do after this lesson)

Should be stated explicitly to the students *(2-3minutes)*	
Objectives	TSWBAT: ᘓ Compare and contrast the actions of Presidents Hoover and FDR with determining how to best serve America during the Great Depression. ᘓ Understand how FDR restored the faith of Americans into the office of the President and in a hopeful American future. ᘓ Determine where FDR's New Deal programs can be considered a reform or a revolution.
Data that indicates students' need for this objective/lesson	 Third Most Recent Assessment Second Most Recent Assessment Most Recent Assessment This activity will be beneficial because it will have student analyzing both images and text, which will build analytical skills for ALL students in those areas. This will also use guided analysis in the group setting that can pose questions that will help key targeted students in both the red AND the green improve on their skills. Students can debate and present various resources to help them determine central ideas of these provided resources.

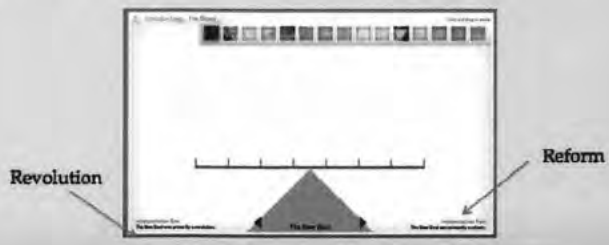
Lesson	
Hook (create immediate interest) ***3-5 minutes***	I am calling in the troops of some guest teachers to film a fight between the leaving Herbert Hoover and the arriving FDR to discuss and detail their views and plans for the

	current American economy. We will be filming this on Monday Morning- and I think the students will get a kick out of seeing their teachers take on new and different roles. We will finish with a fireside chat from President Roosevelt on the current events of the nation!
Explanation/ MiniLesson (teacher presenting material) ***15- minutes***	**Please see the attached powerpoint for the full lesson.**

HOT Questions (at least 2 you will ask during your lesson)	HOTS to be asked
	• Hoover was clear with not wanting to provide false hope, something FDR will become known for. **Do you think false hope is a good thing or a bad thing in a desperate situation?**
	• What traits do you think a successful lead needs to have in a time of need?
	• ***The only thing we have to fear is fear itself...."***
	  ○ Let's think about what this could mean- what do you think he was referring to here?
	  ○ How can we apply this to the times?
	  ○ How can we apply this to today?

Embedded Keystone Skill (include Keystone Assessment Anchor) *Math/Science – Algebra I* *English/Social Studies- Lit.* *Electives/PE – Alg I or Lit*	Group Activity Cont. • You will need your notes to complete guided questions for the document analysis we will do in groups • This is an INTERACTIVE scale- one person can share their internet screen and you can discuss WHERE on the scale you would place the documents. • After each group puts weighs the documents- we are going to share a screen shot of each groups share to see if we value the New Deal as a REVOLUTION or a REFORM • When we share- make sure you have notes from your groups discussion on WHY you came to the conclusions you did. http://docsteach.org/activities/5826 • Highlight KEY ideas CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.6.9-10.E. Use technology, including the Internet, to produce publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Formative Assessment (How do you know they "get it"?)	We will share our screen shots and use supporting evidence to build their reasoning behind classifying the New Deal as Reform or Revolutionary. Students will be exposed to many different viewpoints through the group presentations and will be allowed to offer their views for each new group. Students will also be required to submit the included student notes at the end of the course for the participation points.

Student Activity (how they will interact with the material you taught- group work, practice problem, etc) ***15-20 minutes***	**Group Activity**
	• You will be given a link where you are going to analyze primary sources related to the New Deal represents a revolution or a reform in our history.
	  • Revolution: how can this be applied to in history?
	  • Reform: how is this different than a revolution?
	• After carefully analyzing primary sources about the New Deal, and considering the definitions of revolution and reform, decide whether the primary source document reflects a revolution or a reform. Be sure to read the details that accompany the document, and place the document on the scale according to which definition it supports. **Let's Watch a Quick Video**
	 
	
	Group Activity Cont.
	• You will need your notes to complete guided questions for the document analysis we will do in groups
	• This is an INTERACTIVE scale- one person can share their internet screen and you can discuss WHERE on the scale you would place the documents.
	  • After each group puts weighs the documents- we are going to share a screen shot of each groups share to see if we value the New Deal as a REVOLUTION or a REFORM
	• When we share- make sure you have notes from your groups discussion on WHY you came to the conclusions you did. http://docsteach.org/activities/5826
	• Highlight KEY ideas

Wrap-Up – How are you going to close your class? (re-cap what has been taught, link to an assignment they could work on with this new knowledge, ticket out the door, etc) ***(5-10 minutes)***	Students will share their groups analysis and support and then they will determine the overall feeling AS A CLASS on whether this could be considered a reform or a revolution. Students must then submit their notes via email.

Differentiation	
Group (student names:)	**Activity**
1.) Visual	Through the use of the hook movie as well as the directions for the group work, I will provide visual learners with material to help them understand materials and activities of the live class.
2.) Scaffolding	As the students use discussion points, it will allow students of all abilities to interpret and add elements to build their analysis and supporting evidence skills. For students that are still growing, the guided practice with the other classmates will provide them with best practices they can then implement independently in the future.

__√__ I have reviewed the lessons and assignments in Part 10 and have made all necessary corrections.

THE NEW DEAL: REFORM OR REVOLUTION?

21CCCS AH2 LC

Was this a radical change or a reform of what already existed? You be the judge!

1.) TAKE A SCREEN SHOT OF THE COMPARE LIST FOR THE SONGS

2.) DEFINE **SELF-RELIANCI**

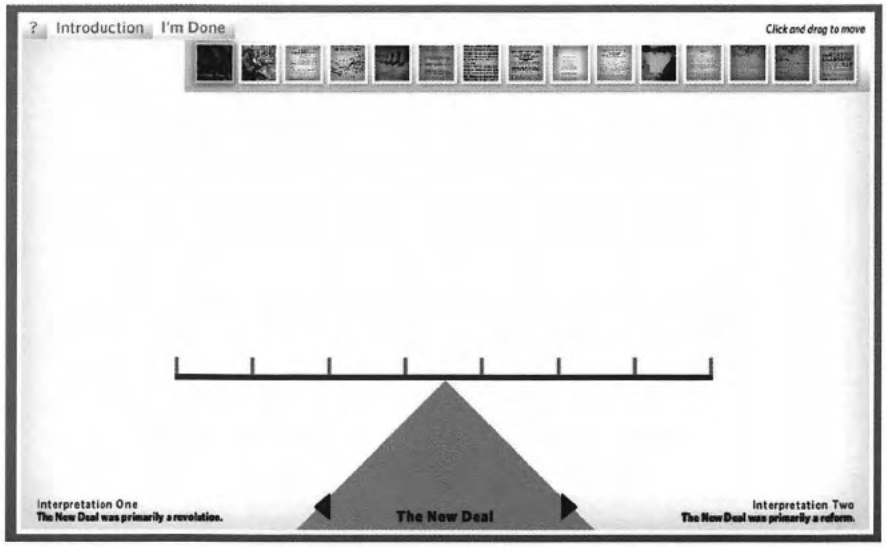
Answer here:

3.) Opinion:

- **Do you think false hope is a good thing or a bad thing in a desperate situation?**
- **Answer:**

4.) What could FDR mean with the only thing we have to fear is fear itself?

-
-
-



1.) TAKE A SCREEN SHOT OF YOUR GROUPS EVALUATION OF THE NEW DEAL!

21st CENTURY
CYBER CHARTER SCHOOL

LIVE CLASS Lesson Plan

Lesson Information	
Title of Lesson	Mental Illness
Course	Psychology
National Psychology Standards	2.2 Discuss the challenges associated with diagnosis 2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders) 1.4 Discuss how stigma relates to abnormal behavior
PA Core Standards	**CC.2.4.HS.B.2** Summarize, represent, and interpret data on two categorical and quantitative variables.
Assessment Anchors	**A1.2.1.2** Interpret and/or use linear functions and their equations, graphs, or tables.

Learning Objectives (what students will be able to do after this lesson) – Should be stated explicitly to the students *(2-3minutes)*	
Objectives	By the end of the lesson, students will be able to: • Understand how mental illnesses are diagnosed • Identify the characteristics of various mental illnesses. • Analyze data relating to mental illness in different groups.
Data that indicates students' need for this objective/lesson	Please see attached screenshot of data pulled from SIS. Of the current Psychology students who took the Algebra Keystones last year, 41% scored below proficient. Today's graph analysis activity will focus on an Algebra I Keystone standard.

Lesson	
Hook (create immediate interest) ***3-5 minutes***	Using the whiteboard, students will be asked to write the first word that comes to mind when I say "mental illness." Students are encouraged to be completely honest. This will then transition into a statistic I will show them about the prevalence of mental illness in their age group.
Explanation/ MiniLesson (teacher presenting material) ***15- minutes***	Today's lesson will focus on the various types of mental illnesses that exist today. Topics include: • Diagnosing and Causes of Mental Illness • Types of Mental Illness • Stigmas that Exist with Mental Illness **Video:** Is It Mental Illness or Not?
HOT Questions (at least 2 you will ask during your lesson)	From hook activity: What word comes to mind when I say "mental illness?" How can we fight the negative stereotypes that exist with mental illness?
Embedded Keystone Skill (include Keystone Assessment Anchor) *Math/Science – Algebra I* *English/Social Studies-Lit.* *Electives/PE – Alg I or Lit*	**Depression Statistics Analysis** As a class we will analyze several charts regarding depression and interpret their meaning with regards to the prevalence of depression: • Depression rates through the years • Depression among males and females • Depression rates by age group • Depression and drug/alcohol use
Formative Assessment (How do you know they "get it"?)	**Answers to Hot Questions** **Answers to questions posed at various checkpoints.** **Results of Keystone Activity** **Results of Group Activity**
Student Activity (how they will interact with the material you taught-	**Celebrities with Mental Illness** Students will be placed into groups and given an option to choose 1 of 3

group work, practice problem, etc) ***15-20 minutes***	celebrities who had/have a mental illness. Each group will create a short bio with pictures: • What mental illness did they struggle with? • What kind of treatment did they receive? Was it successful? • Has the celebrity provided any details about his/her struggle? • Are they now a spokesperson to help raise awareness?
Wrap-Up – How are you going to close your class? (re-cap what has been taught, link to an assignment they could work on with this new knowledge, ticket out the door, etc) ***(5-10 minutes)***	Ticket to Leave – What do you think are the challenges to living with mental illness? Explain.

Differentiation	
Group (student names:)	**Activity**

__MW__ I have reviewed the lessons and assignments in Part _____14____ and have made all necessary corrections.

21st CENTURY
CYBER CHARTER SCHOOL

LIVE CLASS Lesson Plan

Lesson Information	
Title of Lesson	Mean Absolute Deviation
Course	Math Essentials
PA Standards	1. 2.6.6.C: Select and use, as appropriate, the mean, median, mode, and/or range to describe sets of data.
PA Core Standards	1. CC.2.4.6.B.1: Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.
Assessment Anchors	1. M06.D-S.1.1.2: Determine quantitative measures of center.

Learning Objectives (what students will be able to do after this lesson) – Should be stated explicitly to the students *(2-3minutes)*	
Objectives	• TSWBAT find the Interquartile Range and Mean Absolute Deviation of data. • TSWBAT analyze a box-and-whisker plot.
Data that indicates students' need for this objective/lesson	• 22/33 students missed a question on anchor M06.D-S.1.1.2 on the February CDT.

Lesson	
Hook (create immediate interest) ***3-5 minutes***	Review the Mean, Median, Mode, and Range song.
Explanation/ MiniLesson (teacher presenting material) ***15- minutes***	• Review finding Interquartile Range (IQR) of data • Mean Absolute Deviation • Box-and-Whisker Plots
HOT Questions (at least 2 you will ask during your lesson)	2. How do you use the mean to find the mean absolute deviation? 3. What information can you determine from a box-and-whisker plot?
Embedded Keystone Skill (include Keystone Assessment Anchor) *Math/Science – Algebra I English/Social Studies-Lit. Electives/PE – Alg I or Lit*	
Formative Assessment (How do you know they "get it"?)	The students will privately poll their answers to the Polling Question.

	The table below shows the winning speeds, rounded to the nearest mile per hour, of the Indianapolis 500 from 2007 to 2013. What is the interquartile range of the speeds? **Year: 2007, 2008, 2009, 2010, 2011, 2012, 2013** **Speed (mph): 152, 144, 150, 162, 170, 168, 150** **A. 15 miles per hour** **B. 18 miles per hour** **C. 24 miles per hour** **D. 26 miles per hour**
Student Activity (how they will interact with the material you taught- group work, practice problem, etc) ***15-20 minutes***	In small groups, students will work together to practice finding IQR and Mean Absolute Deviation.
Wrap-Up – How are you going to close your class? (re-cap what has been taught, link to an assignment they could work on with this new knowledge, ticket out the door, etc) ***(5-10 minutes)***	The students will privately poll their answers to the Exit Ticket. The list below gives the number of minutes Zach played a video game each day over a period of 11 days. Is the interquartile range or the mean absolute deviation a better overall measure of variability for this data? Minutes Spent Playing Video Game: 34, 33, 31, 32, 31, 35, 38, 37, 36, 32, 79 A. The interquartile range is a better overall measure of variability because the mean absolute deviation is affected by the outlier. B. Both the interquartile range and the mean absolute deviation are good measures of variability because the numbers of minutes are evenly distributed. C. The mean absolute deviation is a better overall measure of variability because the interquartile range is affected by the outlier. D. The mean absolute deviation is a better measure of variability because the interquartile range is not affected by the maximum or minimum number of minutes.

Differentiation	
Group (student names:)	**Activity**
Low Group	Students will answer a set of prompting questions to help them find the IQR using box-and-whisker plots http://www.buzzmath.com/Docs#CC06E176&page=1
High Group	Students will find the mean absolute deviation of data. http://www.buzzmath.com/Docs#CC06E177

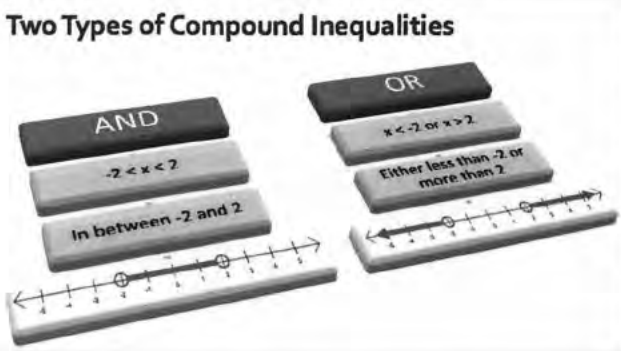
__TM__ I have reviewed the lessons and assignments in Part __10_____ and have made all necessary corrections.

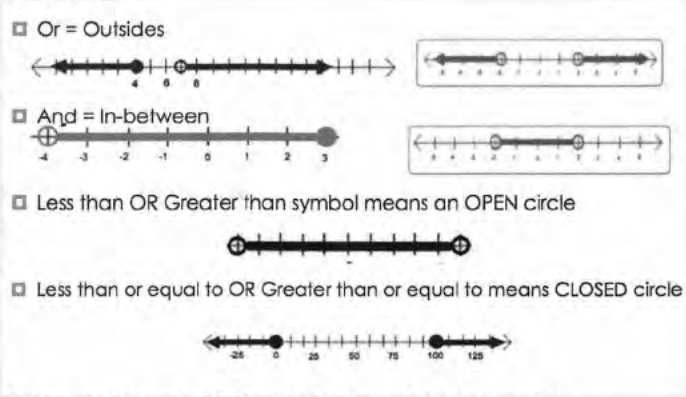
21st CENTURY
CYBER CHARTER SCHOOL

LIVE CLASS Lesson Plan

Lesson Information	
Title of Lesson	Week 6 Compound Inequalities "or"
Course	Algebra Concepts
PA Standards	**A1.1.3.1** Write, solve, and/or graph linear inequalities using various methods.
PA Core Standards	**CC.2.2.HS.D.10** Represent, solve, and interpret equations/inequalities algebraically and graphically.
Assessment Anchors	A1.1.3.1.1 Write or solve compound inequalities and/or graph their solution sets on a number line (may include absolute value inequalities).

Learning Objectives (what students will be able to do after this lesson) – Should be stated explicitly to the students *(2-3minutes)*	
Objectives	1. Students will graph the solution sets on a number line.
Data that indicates students' need for this objective/lesson	20% of students successfully write, solve and graph compound inequalities on a number line.

Lesson	
Hook (create immediate interest) ***3-5 minutes***	Given three scenarios write the compound inequality. Egg temperature, go cart heights, water as ice or steam
Explanation/ MiniLesson (teacher presenting material) ***15- minutes***	**1.** Video Graphing "or" inequalities **2.** Model 3 and 1 check for understanding **3.** Picture 
HOT Questions (at least 2 you will ask during your lesson)	◘ When solving a compound inequality, how do you know when to shade in between two values? ◘ When solving a compound inequality, how do you know when to shade in opposite directions?
Embedded Keystone Skill	

(include Keystone Assessment Anchor) *Math/Science – Algebra I* *English/Social Studies-Lit.* *Electives/PE – Alg I or Lit*	
Formative Assessment (How do you know they "get it"?)	Using polls Private chat Screen shots
Student Activity (how they will interact with the material you taught-group work, practice problem, etc) ***15-20 minutes***	Complete three mixed practice problems then depending on results work on "Tertiary Consumer" or "Secondary Consumer" assignment.
Wrap-Up – How are you going to close your class? (re-cap what has been taught, link to an assignment they could work on with this new knowledge, ticket out the door, etc) ***(5-10 minutes)***	Summary  What to do next 11.3.a "or" inequalities practice

Differentiation	
Group (student names:)	**Activity**
High/Middle	Tertiary Consumer solve and graph compound "or" inequalities
Low	Secondary Consumer IXL practice/remediation graphing compound inequalities: http://www.ixl.com/math/algebra-1/graph-compound-inequalities

__x__ I have reviewed the lessons and assignments in Part ____x_____ and have made all necessary corrections.

21st CENTURY
CYBER CHARTER SCHOOL

LIVE CLASS Lesson Plan

Lesson Information	
Title of Lesson	Family Life Cycle
Course	FACS MS
PA Standards	11.2.6.F Compare and contrast how different cultures meet family responsibility with different configurations. 11.2.6.G Identify the characteristics of the stages of the family life cycle
PA Core Standards	(ELA) CC1.4.9-10.A Write informative explanatory text to examine a topic and convey ideas, concepts, and information clearly. CC 1.4.9-10.D Organize ideas, concepts and information into broader categories. To make connections
Assessment Anchors	11.2 Balancing Family, work, and Community Responsibility

Learning Objectives (what students will be able to do after this lesson) – Should be stated explicitly to the students *(2-3minutes)*	
Objectives	The student will be able to summarize the various stages in the family life cycle.
Data that indicates students' need for this objective/lesson	All data derived from most current CDT Data. Red students are level 1, green level students are level 2, and blue leveled students are level 3.

Lesson	
Hook (create immediate interest) *3-5 minutes*	**Brainstorm: What is your definition of family?** **Have students define family on white board.**
Explanation/ MiniLesson (teacher presenting material) *15- minutes*	**Explain concepts of the stages of family and the financial aspects** **1. Bachelorhood** **A. Large disposable income** **2. Honeymooners** **A. Highest purchasers in lifecycle** **3. Parenthood** **A. 20-25 year period Full nest I, II, and III Income varies throughout the stages** **4. Post Parenthood** **A. Empty Nest I, II Income increases and then may vary depending on retirement investments** **5. Dissolution: One surviving spouse** **A. May be working may not be working, primary expenses: medications and doctors** **Financial Life Cycle** **1. Basic Wealth Protection** **A. Begin to earn money. May be starting a family, career/job.** **2. Wealth Accumulation** **A. Reach peak earning potential. Accumulating wealth, reaching retirement** **3. Wealth Distribution** **A. Retirement**
HOT Questions (at least 2	**What are the different types of family?**

you will ask during your lesson)	**Why is it important to understand the family life cycle?**
Embedded Keystone Skill (include Keystone Assessment Anchor) *Math/Science – Algebra I English/Social Studies-Lit. Electives/PE – Alg I or Lit*	**L.N.1.1.1** Identify and/or analyze the author's intended purpose of a text. **L.N.1.1.2** Explain, describe, and/or analyze examples of a text that support the author's intended purpose. **L.N.1.1** Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
Formative Assessment (How do you know they "get it"?)	**Students will practice mastering concept through creating family/financial cycle posters**
Student Activity (how they will interact with the material you taught- group work, practice problem, etc) ***15-20 minutes***	Students will move into small groups to work on identifying family stages through building a poster of the family cycle. Students may identify a particular stage in the cycle with the marketing and purchases that are made in this stage
Wrap-Up – How are you going to close your class? (re-cap what has been taught, link to an assignment they could work on with this new knowledge, ticket out the door, etc) ***(5-10 minutes)***	Why is it important to understand the family life cycle and the financial stages that occur with each cycle?

Differentiation	
Group (student names:)	**Activity**
	Level 1 students will identify the 5 major stages and at least one event that occurs within that stage.
	Level 2 students will identify all stages and at least 2 events that occur within that stage.
	Level 3 students will identify all stages and substages. Identifying at least 2 major financial decisions made in each stage and life events made in each stage.

___X_ I have reviewed the lessons and assignments in Part ____2_____ and have made all necessary corrections.

21st CENTURY
CYBER CHARTER SCHOOL

LIVE CLASS Lesson Plan

Lesson Information	
Title of Lesson	The Mole: Percent Composition and Empirical Formulas
Course	Chemistry
PA Standards	3.2.10.A5: MODELS Describe the historical development of models of the atom and how they contributed to modern atomic theory. SCALE Apply the mole concept to determine number of particles and molar mass for elements and compounds
PA Core Standards	CC.3.5.9-10.D: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
Assessment Anchors	CHEM.B.1.1.1: Apply the mole concept to representative particles (e.g., counting, determining mass of atoms, ions, molecules, and/or formula units).

Learning Objectives (what students will be able to do after this lesson) – Should be stated explicitly to the students *(2-3minutes)*	
Objectives	• Students will be able calculate the percent composition using the mass data. • Students will be able to calculate the empirical formula and the molecular formula of a compound. • Students will understand how molecular and empirical formulas are related.
Data that indicates students' need for this objective/lesson	CDT data indicates areas of need in Module 2: The Mole Concept and Chemical Interactions; The Mole and Chemical Bonding

Lesson	
Hook (create immediate interest) ***3-5 minutes***	"The Mole Song Video"
Explanation/ MiniLesson (teacher presenting material) ***15- minutes***	1. Review of the Mole and how to determine mass and molar composition. 2. How to determine percent composition. 3. Distinguish between Empirical and Molecular Formulas. 4. Using percent composition to determine the empirical formula of a compound.
HOT Questions (at least 2 you will ask during your lesson)	1. How can we use the mole to determine mass? 2. What are some examples of how we use percent everyday? 3. What is the difference between an empirical formula and a molecular formula?
Embedded Keystone Skill (include Keystone Assessment Anchor) *Math/Science – Algebra I* *English/Social Studies-Lit.* *Electives/PE – Alg I or Lit*	Students will use percent calculations to solve problems and determine empirical formulas. **A1.1.1.1** Represent and/or use numbers in equivalent forms (e.g.,integers, fractions, decimals, percents, square roots, and exponents).
Formative Assessment (How do you know they "get it"?)	1. Whiteboard activity to write three ways to measure matter and the units and four different representative particles. 2. Thumbs up or Thumbs down for statements reviewing the mole. 3. Polling for molecular and empirical formulas.
Student Activity (how they will interact with the material you taught-group work, practice	Students will break into groups and work on a practice problem using percents to calculate the empirical formula of a compound.

problem, etc) ***15-20 minutes***	
Wrap-Up – How are you going to close your class? (re-cap what has been taught, link to an assignment they could work on with this new knowledge, ticket out the door, etc) ***(5-10 minutes)***	Return to main room after group activity to go over the practice problem and review the steps in determining empirical formulas from percent composition. This lesson will give students the tools they need to complete the Assignment CSI: Who Did It?

Differentiation	
Group (student names:)	**Activity**
Students that correctly answer the polling question on empirical and molecular formulas.	Determine the empirical formula for a compound and determine all steps and conversions.
Students that incorrectly answer the polling question on empirical and molecular formulas.	Determine the empirical formula for a compound, but the steps and conversions will be provided for the students. They will locate the grams and determine the molar mass using the periodic table.

____ I have reviewed the lessons and assignments in Part _____ and have made all necessary corrections.

Assignment Samples Appendix

21st Century Cyber Charter School

- Kylene Ball (Staff)

Home ▶ Courses ▶ 21CCCS Courses ▶ Social Studies ▶ World Geography ▶ Part 1 ▶ Submit: Five Themes of Geography Collage (1.3.a)

Submit: Five Themes of Geography Collage (1.3.a)

Assignment: Read the directions below before submitting your assignment.
Make sure you check your work against any scoring guide or rubric that may be provided.
Don't forget to save your file using the proper naming convention:

"lastname_firstname_assignmentname.extension"

Five Themes of Geography Collage

Directions:

- Familiarize yourself with the Five Themes of Geography by completing the previous lesson.
- After reading, you will compose a collage using each of the Five Themes of Geography as a different lens to help you reflect on your experiences.

Your collage must include the following:

- Location - A map or piece of a map expressing the exact location of your place in proper format (latitude, longitude) AND a sentence-long explanation of the relative location of your place.
- Place- Pictures or photographs describing the human and physical features of your location along with a 2-3 sentence written description.
- Movement- A sentence-long description of how you traveled to this location or when there, how people moved around the place. Include a picture that demonstrates this form of movement.
- Human-Environment Interaction- Write a 2-3 sentence description of how the environment impacts humans or how humans impact the environment at this location. Include a picture that describes these interactions.
- Region - Write a 2-3 sentence description of how your location fits into a region (this could be

common geographic features or common cultural traits such as language or religion).

Things to consider:

- You may produce your collage in a Notebook file or a one slide PowerPoint presentation.
- Include lots of pictures!!! We want to see where you traveled during the summer!
- Incorporate your written descriptions into the collage, but don't make them overpower the pictures.
- Make your collage visually appealing and tell a story about your summer!

Each of the above sections is worth 4 points, for a total grade of 20 points.

Separate groups (Q1) All participants

Grading summary

Participants	118
Submitted	37
Needs grading	2

View/grade all submissions

ADMINISTRATION

Assignment administration

- Edit settings
- Locally assigned roles
- Permissions
- Check permissions
- Filters
- Logs
- Backup
- Restore
- Advanced grading
- View gradebook

- View/grade all submissions
- Download all submissions

Course administration

Switch role to...

My profile settings

Site administration

NAVIGATION

21st Century Cyber Charter School

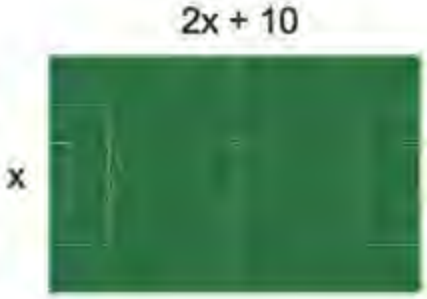
- Kylene Ball (Staff)

Home ▶ Courses ▶ 21CCCS Courses ▶ Math ▶ Algebra I ▶ Part 4 ▶
Submit: Polynomial Applications Open Ended (4.3.a)

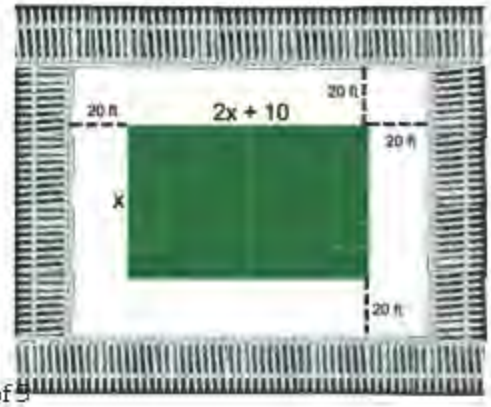
Submit: Polynomial Applications Open Ended (4.3.a)

Answer the following questions in Word, Notebook, or using the Virtual Office. Upload your completed document or screenshot when finished.

1. Find the area of a rectangular soccer field with a width of x feet and a length of 2x + 10 feet. Make sure to show your work.



2. Suppose you want to put a fence around the soccer field so there are 20 feet in between the fence and the field all the way around. Write a polynomial expression to represent the total area. Make sure to simplify your expression and show your work.



3. If x = 50 feet for the soccer field, how wide and long is the field?

4. How wide and long is the fence?

5. How much area would you need in an open field to put this fence and field?

Separate groups (Q1) All participants

Grading summary

Participants	50
Submitted	0
Needs grading	0

View/grade all submissions

ADMINISTRATION

Assignment administration

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- Locally assigned roles
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Course administration

21st Century Cyber Charter School

Kylene Ball (Staff)

Home ▶ Courses ▶ 21CCCS Courses ▶ Math ▶ Pre-Calculus ▶ Part 4 ▶ Submit: Radical Practice (4.4.a)

Submit: Radical Practice (4.4.a)

Assignment: Read the directions below before submitting your assignment. Don't forget to save your file using the proper naming convention:

"lastname_firstname_assignmentname.extension"

Radical Practice Directions

For #1-3, solve each radical equation, showing all of your work. Make sure to check for extraneous solutions.

1. $\sqrt{(15x+1)} = \sqrt{(12x+3)}$

2. $3\sqrt{((x-7)^2)} = 4$

3. $x - 14 = \sqrt{(x+1)} - 9$

4. Why does a radical function with an even index only appear on one side of the x-axis while a radical function with an odd index appears on both sides?

Separate groups (Q1) All participants

Grading summary

Participants	44
Submitted	0
Needs grading	0

View/grade all submissions

ADMINISTRATION

Assignment administration

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Course administration

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NAVIGATION

Name: _____ Date: _____

Student Exploration: Mystery Powder Analysis

Vocabulary: Biuret solution, iodine solution, litmus paper, vinegar

Prior Knowledge Questions (Do these BEFORE using the Gizmo.)
A white powder is found spilled on the kitchen floor of a crime scene. A similar powder is found on the shoes of a suspect in the crime.

1. What are some powders that you might find on the kitchen floor? _____

   _____

2. How could you tell if the powder was salt, sugar, flour, or baking soda? _____

   _____

Gizmo Warm-up
The *Mystery Powder Analysis* Gizmo™ allows you to use a variety of tests to identify unknown substances. To start, drag the **Baking soda** test tube into the "Place tube here" area.

1. Under **Appearance**, click **Test**. Is baking soda a fine powder (no visible grains), or is it coarse (visible grains)?

   _____

2. **Litmus paper** is an indicator of acids and bases. Under **Litmus test**, click **Test**. Which of the following results occurred? (Circle the answer.)

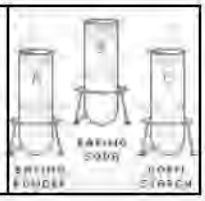
   A. Both strips red (acid)
   B. Both strips blue (base)
   C. One red, one blue strip (neutral)

3. Some substances react with **vinegar** to produce carbon dioxide, visible as bubbles.

   Under **Vinegar test**, click **Test**. Does the vinegar bubble? _____

4. The blue **Biuret solution** turns bright purple in the presence of proteins. **Iodine solution** turns dark purple in the presence of starch. Try each of these tests.

   Does baking soda contain protein? _____ Does baking soda contain starch? _____

Activity A: **Known substances**	Get the Gizmo ready: • Click **Reset**. • Be sure the **Known** substances are selected.	

Question: What are the properties of baking powder, baking soda, corn starch, gelatin, and salt?

1. Collect data: Use the Gizmo to test the five known substances. Fill in the results below.

Substance	Appearance (coarse or fine?)	Litmus (acid or base?)	Vinegar (bubbles?)	Biuret (protein?)	Iodine (starch?)
Baking powder					
Baking soda					
Corn starch					
Gelatin					
Salt					

2. Analyze: Look at the results of your tests.

   A. Which substance(s) are acids? _____

   B. Which substance(s) are bases? _____

   C. Which substance(s) react with vinegar? _____

   D. Which substance(s) contain protein? _____

   E. Which substance(s) contain starch? _____

3. Apply: Suppose you find a mystery powder. It is coarse in appearance, has a neutral pH, and does not react with vinegar, Biuret solution, or iodine.

   Of the five substances listed here, which is it most likely to be? _____

4. Challenge: Baking powder is a combination of three substances. One is an acid salt, and the other two are other "known" substances in the Gizmo. What are these two substances?

   _____

Activity B: **Unknown substances**	Get the Gizmo ready: • Click **Reset**. • Under **Select a sample**, choose **Unknown**. • Check that the **Standard mystery set** is displayed. (If not, click **Refresh** or **Reload** on your browser.)	

Question: How can you identify unknown substances?

1. Identify: Test tubes 1-5 are all contain single substances. Run the five tests on these powders, and identify the substance in each tube.

Sample	Appearance	Litmus	Vinegar	Biuret	Iodine	Substance
1						
2						
3						
4						
5						

2. Identify: Test tubes 6-10 all contain mixtures of two substances. Run the five tests on these powders, and identify the TWO substances in each tube.

Sample	Appearance	Litmus	Vinegar	Biuret	Iodine	Substances
6						
7						
8						
9						
10						

3. Analyze: In the two-substance mixtures you have investigated so far, are there any situations where there is more than one correct answer? Explain.

_____

_____

(Activity B continued on next page)

Activity B (continued from previous page)

4. Challenge: Test tubes 11-15 all contain mixtures of three substances. Run the five tests on these powders, and identify the THREE substances in each tube. (Note: Sometimes there will be more than one possible answer.)

Sample	Appearance	Litmus	Vinegar	Biuret	Iodine	Substances
11						
12						
13						
14						
15						

5. Analyze: Based on your experiences, answer the following.

   A. Why is it hard to tell if a mixture contains salt? _____

   _____

   _____

   B. How can you tell if a sample contains baking soda and cornstarch or baking powder?

   _____

   _____

6. On your own: For further practice, click **New sample**. As in the **Standard mystery set**, the test tubes in the first row each contain one substance, the test tubes in the second row contain two, and the test tubes in the third row contain three. You may find new substances you haven't seen before. Good luck!

   (Note: At this point, the contents of the tubes are randomized, so results will vary.)

21st Century Cyber Charter School

- Kylene Ball (Staff)

Home ▶ Courses ▶ 21CCCS Courses ▶ Health & PE ▶ Introduction to Fitness: S1 ▶ Part 2 ▶ Submit: Fitness Log 2

Submit: Fitness Log 2

You must use your Heart Rate monitor and take screenshots to get full credit.

Your second fitness log focus area is:

- Cardiovascular Click here to download the fitness log

1. Complete a warm up
2. Choose exercises that are cardiovascular. Stop into the VO if you need to discuss what exercises are cardiovascular
3. Exercise: (Two - 30 minute workouts per week)
   - Remember to log your heart rate using the HR monitor
   - perform cool-down
   - log your work-out .
     - title,
     - heart rate
     - reflection

Rubric:
Worth 50 points

Workout 1:

Use of heart rate monitor 12/12

Time (30 min or more) 6/6

Correct activities? 7/7

Workout 21

Use of heart rate monitor 12/12

Time (30 min or more) 6/6

Correct activities? 7/7

Submit Log

Separate groups (Q1) All participants

Grading summary

Participants	77
Submitted	1
Needs grading	0

View/grade all submissions

ADMINISTRATION

Assignment administration

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- Advanced grading
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- Download all submissions

Course administration

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NAVIGATION

21st Century Cyber Charter School

Kylene Ball (Staff)

Home ▶ Courses ▶ 21CCCS Courses ▶ English ▶ English Composition ▶ Part 6 ▶ Submit: Share Your Speech Upload (6.2.c)

Submit: Share Your Speech Upload (6.2.c)

Share your Speech

For this assignment, you will be required to submit a 2-5 minute speech recording. This speech should be an adaptation of your persuasive essay. Don't forget to incorporate those important speech elements!

Separate groups (Q2) All participants

Grading summary

Participants	1
Submitted	0
Needs grading	0

View/grade all submissions

ADMINISTRATION

Assignment administration

- Edit settings
- Locally assigned roles
- Permissions

- Check permissions
- Filters
- Logs
- Backup
- Restore
- Advanced grading
- View gradebook
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Course administration

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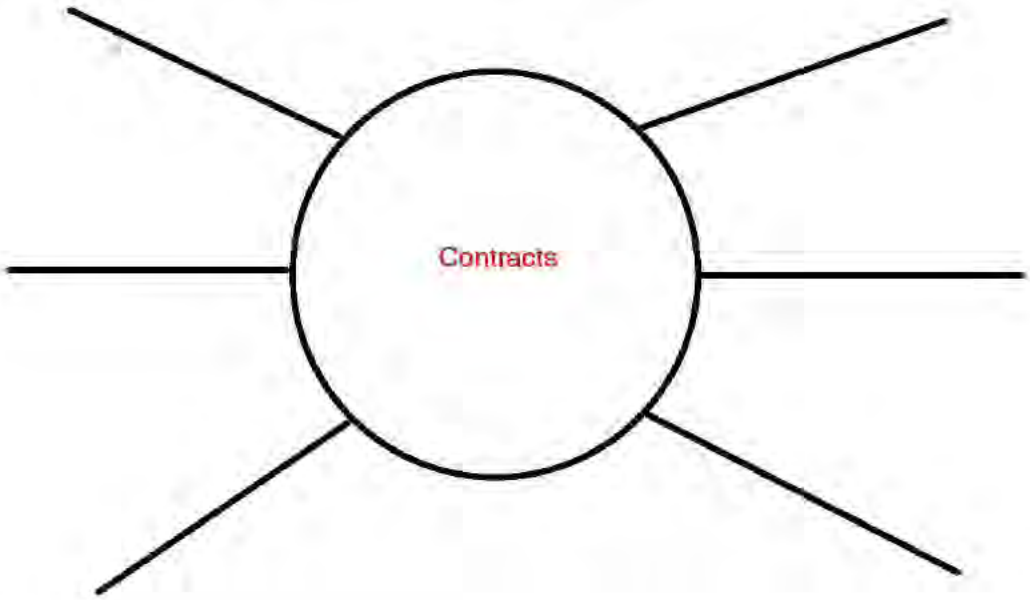
NAVIGATION

Six Components of a Contract

After reading the 2.1.0, fill in the 6 components of a contract.



1. What is one thing you should do before agreeing to a contract?

2. What is the difference between unilateral and bilateral contracts?

3. Have you ever entered into an implied contract with anyone or business? Explain? (Check the example in the lesson)

4. You own a landscaping business and enter into a contract with a property owner to install 12 trees. You both sign the agreement. You agree to install 12 trees at $4000 total. The property owner agrees to pay you the $4000 upon completion of services. For this agreement to be completed what must your landscape company do and what must the property owner do? Is this a unilateral or bilateral contract? Why?

21st Century Cyber Charter School

Kylene Ball (Staff)

Complete Lesson: To Kill a Mockingbird Writing Assignment (7.2.0)

Introduction: *To Kill a Mockingbird* Writing Assignment

So far in the course you have learned about expository and persuasive writing, and also read the novel *To Kill a Mockingbird*. Now you can combine those skills!

Pick one of the topics and read the resources:

Your opinion of and personal experience with *To Kill a Mockingbird*	**Your opinion as to whether or not *To Kill a Mockingbird* should be taught in high school**	**The Scottsboro trials and how they relate to *To Kill a Mockingbird***

"Why To Kill a Mockingbird Still Speaks to Me" "50 Years Later, Mockingbird remains relevant" Click Here "After 50 Years, To Kill a Mockingbird Still Sings America's Song" "Mockingbird Still Relevant" Click Here	"Montgomery Finds Racial Slur Offends, No Matter the Context" "Killing Mockingbirds" "School Allows Play Despite Controversy":	Encyclopedia of Alabama Scottsboro: An American Tragedy The First Scottsboro Trials

After you have chosen your topic and reviewed the resources, you can begin to compose your paper. The first two topics are persuasive and the third is expository. Don't forget, all three need back-up from the novel!

Return to the parts page to submit the thesis for your paper!

Please return to the Course Page to go to the next activity.

Last modified: Wednesday, May 13, 2015, 2:39 PM

ADMINISTRATION

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NAVIGATION

Character Analysis Double Entry Journal

Directions: Find three, brief (2-4 sentences) passages of text where you see characterization. In the first part of your double entry journal record the section of text. In the second half explain how the writer is using characterization in that section.

21st Century Cyber Charter School

Kylene Ball (Staff)

Home ▶ Courses ▶ 21CCCS Courses ▶ Arts & Music ▶ Art II ▶ Part 4 ▶ Complete Lesson: Rubric for the studio assignments...

Complete Lesson: Rubric for the studio assignments (4.4.2)

Rubric for Studio Projects: Body of Work

Please read this rubric as you create your NINE works of art. This will help you know what is expected and how to get the grade you deserve.

	25	20	15	10
Theme	All NINE works of art are obviously part of the same subject or theme. The theme has been addressed from a number of different points. The audience gets a new impression of an existing idea.	Between 7-8 works of art are obviously part of the same subject or theme. The theme has been addressed from a number of different points.	Between 3-6 works of art are obviously part of the same subject or theme. The theme has been addressed from a number of different points. The ideas do not feel new.	Less than 3 works of art are part of the same subject or theme.

Technique	Each medium has been tried at least ONCE, and the artist has had success with each medium, but chose the medium that was MOST successful for the majority of work.	Each medium has been tried at least ONCE, and the artist has had success with each medium. The artist is not sure which medium is his or her best.	Each medium has been tried at least ONCE, and the artist has had some success with each medium.	Not all media have been tried. The artist had success with 2 or fewer media.
Experimentation	Each effort at using different media and approaching the subject or theme differently was successful. The artist was NOT afraid to try new things and to look at the subject from an entirely new point of view.	Each effort at using different media and approaching the subject or theme differently was successful. The artist did not seem to look at the subject from an entirely new point of view.	Only one effort at using different media and approaching the subject or theme differently was successful. The body of work is good, but the artist did not try to change his or her point of view.	Only one effort at using different media and approaching the subject or theme differently was successful.

Effort	Each of the NINE works of art looks like the artist tried his or her best. Artistic talent is not important. Effort and time spent trying to do better are important. Nothing looks rushed. The art looks like the artist CARED about it.	5-8 works of art look like the artist tried his or her best. Artistic talent is not important. Effort and time spent trying to do better are important. Nothing looks rushed. The art looks like the artist CARED about it.	Less than 5 works of art look like the artist tried his or her best. Artistic talent is not important. Effort and time spent trying to do better are important.	Less than 5 works of art look like the artist tried his or her best.The work looks either rushed or sloppy.

Please return to the Parts page to do this assignment.

Last modified: Monday, November 10, 2014, 1:53 PM

ADMINISTRATION

Page module administration

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- Permissions
- Check permissions
- Filters
- Logs
- Backup
- Restore

Course administration

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NAVIGATION

Date:	Activity	Resting HR	Activity HR	Recovery HR	Time spent

Screenshots go in the blue boxes

RESTING Heart Rate

TOTAL Time

Average Heart Rate

Maximum Heart Rate

Date

Date:	Activity	Resting HR	Activity HR	Recovery HR	Time spent

Screenshots go in the blue boxes

RESTING
Heart Rate

TOTAL Time

Average
Heart Rate

Maximum Heart Rate

Date

Please provide 1 or 2 sentences to answer the questions. (2 pts for each)

How did your workouts go this week? What worked well and what can you improve on?

What was your goal for this weeks' workout and did you accomplish it?

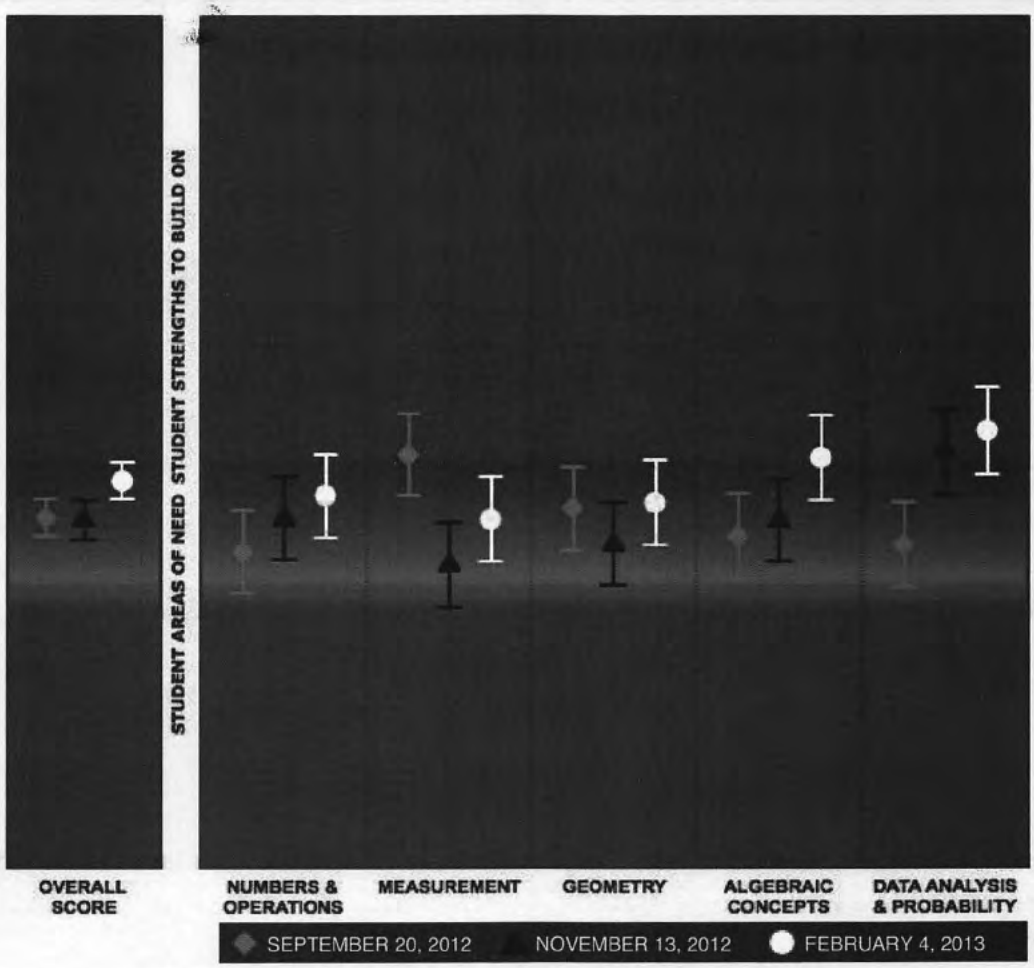
What will you do in your next fitness log to improve time and intensity?

Assessment Appendix

Lesson (name and number code)	Possible Points	Complete assignment (Y/N/SKIP)	Modification to Assignment	Eligible Content/Skill(s)
Getting the Creeps forum (5.1b)	5	Skip		
Yellow Wallpaper assignment (5.2 b)	25	Y		L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
Yellow Wallpaper assignment (5.2 b)	30	Skip		L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
Your Horror Tale (5.4.0)	40	N	500 words instead of 750, bullet point instead of paragraph reflection	CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise
A Realistic Response to Romanticism (6.1c)	30	Skip		L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
Your Own Regionalism forum (6.2d)	5	Y		L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
Regionalism to You (6.2e)	30	N	Poem can be 10 lines instead of 15, can can list characterstics instead of writing poem	L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
Huck Finn Debate forum (6.3b)	10	Skip		L.F.2.1 Use appropriate strategies to make and support interpretations of literature.
To Edit or Not? Your Reaction (6.3c)	30	Y		L.F.2.1 Use appropriate strategies to make and support interpretations of literature.
SAT Critical Reading Quiz (6.4a)	10	Y		L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
Open Boat Discussion Questions (7.2a)	20	Y	Can submit verbally in Virtual Office	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
Open Boat Quiz (7.3a)	20	Y		L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot
Stanza Copy Change (7.3b)	20	N	Write copy change for one stanza instead of whole poem	L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.
Modern Masks forum (7.3d)	5	Skip		
Naturalism Story (7.4.0)	30	N	Can tell story verbally using Garageband or record in Powerpoint	CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to
SAT Quiz 3 (7.5a)	20	Y		L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
The Nuchonian in us all (8.3a)	40	Y		C.IE.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.
Huck Finn Discussion Questions (8.4.0)	50	N	Skip "Interpret Meanings" questions for each chapter	L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
Huck Finn Final Project (8.4.0)	60	Y		L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
Participation reflection (8.5.0)	20	Y		
Total Points Attempted:	***420***			

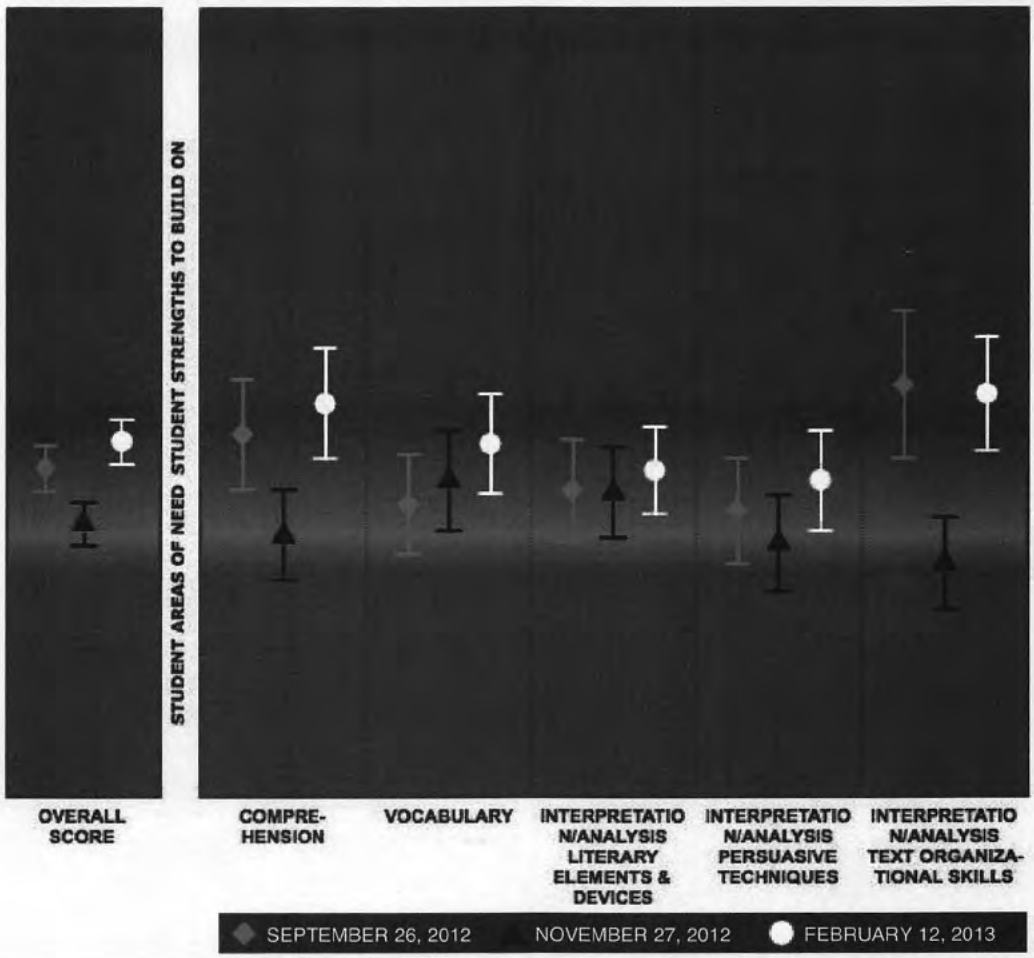
Administration:	2012/2013 Classroom Diagnostic Tools
District:	21ST CENTURY CYBER CS - 124150002
School:	21ST CENTURY CYBER CS - 000007691
Teacher:	[redacted]
Student Group:	
Map Configuration:	Mathematics Grade 6
Student:	[redacted]
Grade:	[redacted]

Standards Aligned System



Administration:	2012/2013 Classroom Diagnostic Tools
District:	21ST CENTURY CYBER CS - 124150002
School:	21ST CENTURY CYBER CS - 000007691
Teacher:	FRANK, MONICA (5789674)
Student Group:	
Map Configuration:	Reading Grade 6
Student:	ASHLYN PITTINGER (8982825339)
Grade:	06

Standards Aligned System



School: 21st Century Cyber Charter School

Test Date: February 4, 2015 9:23 AM
Test Time: 23 minutes 43 seconds

Report Options
Use Trend Score: Use trend score for student's suggested skills

Grade: 7

Class: Reading Diagnostic
Teacher [redacted]

STAR Reading Scores		
SS: 611 (Scaled Score)	Intervention	Aaron's Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 24 (Percentile Rank)		Aaron scored greater than 24% of students nationally in the same grade.
GE: 5.6 (Grade Equivalent)		Aaron's test performance is comparable to that of an average fifth grader after the sixth month of the school year.
IRL: 5.0 (Instructional Reading Level)		Aaron would be best served by instructional materials prepared at the fifth grade level.

School: 21st Century Cyber Charter School

Test Date: April 14, 2015 12:04 PM
Test Time: 28 minutes 55 seconds

Report Options
Use Trend Score: Use trend score for student's suggested skills

Grade: 7

Class: Reading Diagnostic
Teacher [redacted]

STAR Reading Scores		
SS: 970 (Scaled Score)	At/Above Benchmark	Aaron's Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 62 (Percentile Rank)		Aaron scored greater than 62% of students nationally in the same grade.
GE: 8.6 (Grade Equivalent)		Aaron's test performance is comparable to that of an average eighth grader after the sixth month of the school year.
IRL: 8.4 (Instructional Reading Level)		Aaron would be best served by instructional materials prepared at the eighth grade level.

Progress on his prior IEP:

21CCCS School Performance Report

1-Aug-15

	2013-2014							
	Q1	Q1%	Q2	Q2%	Q3	Q3%	Q4	Q4%
Grades 21CCCS Teachers Seats	4435	100%	4399	100%	4089	100%	4311	100%
A	1943	44%	1868	42%	1676	41%	1701	40%
B	758	17%	772	18%	716	18%	751	17%
C	572	13%	557	13%	535	13%	562	13%
D	393	8%	320	7%	340	8%	378	9%
F	769	18%	882	20%	822	20%	919	21%
IP								
Third Party Seats							210	
A							86	41%
B							42	20%
C							15	7%
D							5	2%
F							62	30%
IP								

Note: Students have all semester to complete third party courses. First and third qu

Student Population	892		876		874		799	
Male	369	41%	364	42%	350	40%	319	40%
Female	523	59%	512	58%	524	60%	480	60%
SpEd	97	11%	93	11%	93	11%	89	11%
High Sch.	712	80%	706	81%	695	80%	645	81%
Mid. Sch.	180	20%	170	19%	179	20%	154	19%

Enrollment	Q1	Q2	Q3	Q4
New	443	58	66	0
Withdraws	74	68	75	25
ADM*	821	813	793	763

* Last day of quarter.

Staffing	Q1	Q2	Q3	Q4
Teachers	42	40	42	41
Absences	144*	174*	111*	178*
New Hires	3	0	2	0

21CCCS School Performance Report

1-Aug-14

	2012-2013							
	Q1	Q1%	Q2	Q2%	Q3	Q3%	Q4	Q4%
Grades 21CCCS Teachers Seats	4153	100%	4055	100%	3823	100%	4119	100%
A	1756	42%	1553	38%	1450	38%	1362	33%
B	702	17%	627	16%	702	18%	708	17%
C	534	13%	501	12%	518	13%	615	15%
D	352	9%	381	9%	349	9%	760	19%
F	809	19%	993	25%	804	21%	674	16%
Third Party Seats	155		142		149		161	100%
A							52	32%
B							32	20%
C							18	11%
D							8	5%
F							51	32%

Note: Students have all semester to complete third party courses. First and third qu

Student Population	802	100%	822	100%	773	100%	737	100%
Male	312	39%	331	40%	313	40%	292	40%
Female	490	61%	491	60%	460	60%	445	60%
SpEd	104	13%	116	14%	80	10%	82	11%
High Sch.	590	74%	586	71%	547	71%	515	70%
Mid. Sch.	212	26%	236	29%	226	29%	222	30%

Enrollment	Q1	Q2	Q3	Q4
New	369	28	85	0
Withdraws	70	64	49	37
ADM*	769*	819*	762*	766*

* Last day of quarter.

Staffing	Q1	Q2	Q3	Q4
Teachers	36	36	41	42
Absences	68.5	75	90.5	83
New Hires	4	1	6	0

21CCCS School Performance Report

12-Sep-13

	2011-2012							
	Q1	Q1%	Q2	Q2%	Q3	Q3%	Q4	Q4%
Grades 21CCCS Teachers Seats	2960	100%	2616	100%	2600	100%	2669	100%
A	1244	42%	831	32%	861	33%	839	31%
B	546	18%	499	19%	445	17%	513	19%
C	373	13%	402	15%	392	15%	445	17%
D	328	11%	428	16%	347	13%	440	16%
F	469	16%	456	17%	555	21%	432	16%
Third Party Seats	152	100%	155	100%	101	100%	140	100%
A	13	9%	42	27%	16	16%	55	39%
B	1	1%	33	21%	8	8%	24	17%
C	9	6%	14	9%	4	4%	24	17%
D	10	7%	11	7%	5	5%	7	5%
F	119	78%	55	35%	68	67%	30	21%

Note: Students have all semester to complete third party courses. First and third qu

Student Population	752	100%	702	100%	732	100%	705	100%
Male	294	39%	268	38%	279	38%	273	39%
Female	458	61%	434	62%	453	62%	432	61%
SpEd	145	19%	128	18%	136	19%	126	18%
High Sch.	628	84%	587	84%	612	84%	589	84%
Mid. Sch.	124	16%	115	16%	120	16%	116	16%

Enrollment	Q1	Q2	Q3	Q4
New	478	66	0	0
Withdraws	89	58	34	54
ADM*	756	748	742	731

* Last day of quarter.

Staffing	Q1	Q2	Q3	Q4
Teachers	34	34	34	34
Absences	51	62	66.5	79.5
New Hires	5	0	0	0

School Calendar Appendix

Main: 484-875-5400
Toll Free: 877-WEB-CYBER
Fax: 484-875-5404

21st CENTURY CYBER CHARTER SCHOOL

2015-16 School Year Calendar

126 Wallace Avenue
Downingtown, PA 19335
www.21cccs.org

July 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2015

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Key:

- Office Closed (School Not in Session)
- New Teacher Orientation
- School Not in Session for Students
- School Not in Session (Students/Teachers)
- PSSA/Keystone Testing
- Marking Period Begins
- Marking Period Ends
- First/Last Student Day
- Class of 2016 Graduation Ceremony
- Floating Holiday (Teachers)

Schedule of Activities and Holidays

July
3, 10, 17, 24, 31 – Office Closed (Summer Hours)

August
7 – Office Closed (Summer Hours)
11-13 – New Teacher Orientation
17-21 – School Not in Session for Students
24 – First Student Day
24-25 – School Wide Orientation
26 – 1st Marking Period Begins

September
7 – Office Closed (School Not in Session)
18 – School Not in Session for Students

October
9 – School Not in Session for Students
12 – School Not in Session (Students/Teachers)
22 – 1st Marking Period Ends
23 – School Not in Session for Students
26 – 2nd Marking Period Begins

November
25 – School Not in Session (Students/Teachers)
26-27 – Office Closed (School Not in Session)

December
23 – School Not in Session for Students
24-25 – Office Closed (School Not in Session)
28-30 – School Not in Session (Students/Teachers)
31 – Office Closed (School Not in Session)

January
1 – Office Closed (School Not in Session)
12 – 2nd Marking Period Ends
13 – School Not in Session for Students
14 – 3rd Marking Period Begins
18 – Office Closed (School Not in Session)

February
12 – School Not in Session for Students
15 – Office Closed (School Not in Session)

March
16 – 3rd Marking Period Ends
17 – School Not in Session for Students
18 – 4th Marking Period Begins
21-23 – School Not in Session (Students/Teachers)
24-25 – Office Closed (School Not in Session)

April
11-29 – PSSA Testing Window*

May
2-6 – PSSA Testing Window*
16-27 – Keystone Testing Window*
30 – Office Closed (School Not in Session)

June
7 – Student Last Day/4th Marking Period Ends
8 – School Not in Session for Students
9 – School Not in Session for Students / Floating Holiday (Teachers)
10 – School Not in Session for Students
11 – Class of 2016 Graduation Ceremony
24 – Office Closed (Summer Hours)

***Specific testing information will be provided by Guidance**

January 2016

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2016

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2016

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2016

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Main: 484-875-5400
Toll Free: 877-WEB-CYBER
Fax: 484-875-5404

21st CENTURY CYBER CHARTER SCHOOL

2014-15 School Year Calendar

126 Wallace Avenue
Downingtown, PA 19335
www.21cccs.org

July 2014

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2014

5/10

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2014

21/21

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014

20/22

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014

17/17

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2014

16/17

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Key:

- Office Closed (School Not in Session)
- New Teacher Orientation
- School Not in Session for Students
- School Not in Session (Students/Teachers)
- PSSA/Keystone Testing
- Marking Period Begins
- Marking Period Ends
- First/Last Student Day
- Class of 2015 Graduation Ceremony

Schedule of Activities and Holidays

July
4, 11, 18, 25 – Office Closed (Summer Hours)

August
1, 8, 15 – Office Closed (Summer Hours)
12-14 – New Teacher Orientation
18-22 – School Not in Session for Students
25 – First Student Day
25-26 – School Wide Orientation
27 – 1st Marking Period Begins

September
1 – Office Closed (School Not in Session)

October
10 – Office Closed (School Not in Session)
13 – School Not in Session for Students
23 – 1st Marking Period Ends
24 – School Not in Session for Students
27 – 2nd Marking Period Begins

November
26 – School Not in Session (Students/Teachers)
27-28 – Office Closed (School Not in Session)

December
23 – School Not in Session for Students
24-26 – Office Closed (School Not in Session)
29-30 – School Not in Session (Students/Teachers)
31 – Office Closed (School Not in Session)

January
1-2 – Office Closed (School Not in Session)
14 – 2nd Marking Period Ends
15 – School Not in Session for Students
16 – 3rd Marking Period Begins
19 – Office Closed (School Not in Session)

February
16 – Office Closed (School Not in Session)

March
6 – School Not in Session for Students
19 – 3rd Marking Period Ends
20 – School Not in Session for Students
23 – 4th Marking Period Begins
30-31 – School Not in Session (Students/Teachers)

April
1 – School Not in Session (Students/Teachers)
2-3 – Office Closed (School Not in Session)
6 – School Not in Session for Students
13-30 – PSSA Testing Window*

May
1-8 – PSSA Testing Window*
13-27 – Keystone Testing Window*
25 – Office Closed (School Not in Session)

June
10 – Student Last Day/4th Marking Period Ends
11-12 – School Not in Session for Students
13 – Class of 2015 Graduation Ceremony
19, 26 – Office Closed (Summer Hours)

***Specific testing information will be provided by Guidance**

January 2015

18/19

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015

19/19

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015

18/20

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015

18/19

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015

20/20

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2015

8/11

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Comprehensive Plan Appendix

21st Century Cyber CS

Charter School Plan

07/01/2014 - 06/30/2017

Charter School Profile

Demographics

805 Springdale Dr.
Exton, PA 19341
(484) 237-5206

AYP Status:	None
CEO:	Jon Marsh
Date of Local Chartering School Board/PDE Approval:	7/1/2011
Length of Charter:	5 Years
Opening Date:	9/1/2001
Grade Level:	6-12
Hours of Operation:	8 AM - 4 PM
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	43
Student/Teacher Ratio:	22:1
Student Waiting List:	0
Attendance Rate/Percentage:	98.40 %
Enrollment:	770
Per Pupil Subsidy:	10,587.73
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	17.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	106

Student Profile

Group	Student Count
American Indian/Alaskan Native	3.00
Asian/Pacific Islander	16.00
Black (Non-Hispanic)	83.00
Hispanic	59.00
White (Non-Hispanic)	768.00
Multicultural	28.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	0.00	180.00	180.00	180.00

Instructional Hours	0.00	0.00	0.00	900.00	990.00	990.00

Planning Process

21CCCS Administrative Staff has initiated a group of team leaders who are responsible for the collection of data for all sections of this plan. Each team leader then selected his own sub-committee to complete their section. We have allotted two and a half months to collect, revise, and finalize the Charter School Plan. The team leaders and sub-committees communicate via email, instant chats, and meetings to complete the report. By the completion of the 21CCCS Charter School Plan, the Director, principal, clerical staff, teachers, guidance councelors, parent representative, local business and community representatives will have had a roll in the process of developing our Charter School School Plan.

Mission Statement

The 21st Century Cyber Charter School (21CCCS) mission is to:

Provide students, for whom an asynchronous environment is an appropriate educational setting and attend our school at least half-time, with an individualized learning program utilizing the latest information and communications technology. The basis for all learning plans is to maximize student achievement of the Pennsylvania Academic Standards, while developing higher order thinking and complex problem-solving skills. The 21st Century Cyber Charter School will assure students master essential content and skills, while preparing them for their future goals.

Vision Statement

We provide students, families, teachers, and staff a world-class, individualized, asynchronous, online, "out of the box" educational experience, while achieving balanced growth and providing customers, both internal and external, with outstanding service.

Shared Values

21CCCS serves the students and families of Pennsylvania by ensuring highly-trained instructors and staff use rigorous, online middle and high school curriculum to help students achieve a well-respected transcript and diploma. Not all students learn best in an online learning environment or are motivated for full-time online asynchronous learning but, for those who are, 21CCCS offers the best asynchronous online learning environment available, which drives enrollment, decreases student and teacher turnover, and makes 21CCCS the school of choice for asynchronous online learning in Pennsylvania.

Educational Community

As a cyber-based learning environment, the 21st Century Cyber Charter School does not reflect the traditional learning communities of bricks-and-mortar school. In 1999 the Executive Directors of the

Intermediate Units of Bucks, Chester, Delaware, and Montgomery counties saw the need for a cyber school to serve their students. Therefore, we offer learning opportunities for students across the commonwealth of Pennsylvania, in grades 6-12, who are motivated to learn in an online, asynchronous environment. We are an online learning community that is not restricted to descriptors such as "rural" or "urban." We serve students of varied backgrounds and learning needs. There is also not a dominant economic status of our students.

Our fiscal growth has been dependent upon our enrollment growth. We have continued to increase teaching staff in order to accommodate increased enrollments and to expand class offerings and related services. Administration has expanded the role of teaching assistants, which allows teachers to service more students. In addition, as enrollments have increased, so has the demand for special education services. Several of the new teaching positions in 2011-12 required special education certifications and in 2012-13 an increase in special education teachers helped bridge the gap from increased student enrollment with special education needs.

Our learning community offers students opportunities to engage in the community. Through various community outreach events and field trips, students are welcomed to participate in a variety of learning opportunities across the state. Such community events have included trips to Gap Community Center in Lancaster, East Shore Area Library in Harrisburg, Bethlehem Public Library in Allentown, Tyler Arboretum in Media, Mifflin Community Library in Reading, Yorktowne Hotel in York, and the Marion Anderson Recreation Center in Philadelphia. At these events, students are invited to engage with members of their community, as well as with other students, teachers, and school staff members. Many NHS and NJHS members are encouraged to engage with their communities to provide philanthropic services to those in need. In this past year, such opportunities included the "Maze Garden Clean-Up Day" in Bethlehem, PA.

Finally, our school engages with the community by providing partnership services to the PA school districts through the Chester County Intermediate Unit, in the form of online curriclum. This service is being offered as a pilot to a small number of school districts directly. It is expected that this service will be offered on a more broad basis after the pilot.

Board of Trustees

Name	Office	Address	Phone	Email
Lisa Andrejko	Member	100 Commerce Drive - Quakertown, PA 18951	215-529-2002	landrejko@qcsd.org
Deborah Fingerlow	Member	2930 Beverly Road - Camp Hill, PA 17011	717-737-9912	parentdefingerl@21cccs.org

Barry Galasso	Member	705 North Shady Retreat Road - Doylestown, PA 18901	215-348-2940 Ext 1101	bgalasso@bucksiu.org
Merle Horowitz	Member	40 Media Line Road - Newtown Square, PA 19073	610-359-4256	mhorowitz@mnsd.org
Mark Klein	Member	30 N. Chancellor Street - Newtown, PA 18940	215-944-1000	mklein@crsd.org
Jon Marsh	CEO	805 Springdale Drive - Exton, PA 19341	484-875-5400	jmarsh@21cccs.org
Thomas Newcome	President	228 Highland Road, Suite 1 - Atglen, PA 19310	610-593-8214	tnewcome@octorara.org
Joseph O'Brien	Vice President	455 Boot Road - Downingtown, PA 19335	484-237-5010	JoeO@cciu.org
Lawrence O'Shea	Member	200 Yale Avenue - Morton, PA 19070	610-938-9000 Ext 2051	loshea@dciu.org
Lindi Patzek	Secretary	805 Springdale Drive - Exton, PA 19341	484-875-5400	lpatzek@21cccs.org
Clifford Rogers	Member	3 Iron Bridge Drive - Collegeville, PA 19426	610-489-8506 Ext 1111	crogers@pvsd.org
Heather Saboori	Member	71 Sycamore Drive - Reading, PA 19606	610-779-7627	parentsasaboori@21cccs.org
Jerry Shiveley	Member	1605 W. Main	610-755-9302	jws@mciu.org

		Street - Norristown, PA 19403		
George Steinhoff	Member	2821 Concord Road - Aston, PA 19014	610-497-6300 Ext 1310	gsteinhoff@pdsd.org
Timothy Wade	Member	325 Highland Avenue - Jenkintown, PA 19046	215-885-3722	wadet@jenkintown.org

Board of Trustees Professional Development

Given the background, expertise, and continual training completed by the majority of the Board in their primary positions, little professional development is necessary. When a topic or concern specific to the cyber environment arises, the CEO arranges any necessary professional development to ensure the Board is adequately informed. The school solicitor attends school board meetings, keeping the members abreast of information regarding cyber charter law. Board members are also provided the opportunity to attend the Virtual School Symposium (VSS) held by the International Association for K-12 Online Learning.

Governance and Management

Due to the unique make-up of the Board of Trustees for the 21CCCS each of the eight Superintendents and the four IU Executive Directors have a productive, efficient, and positive working relationship with PDE.

Student Enrollment

The admission process is designed to educate families on the rigor of the asynchronous environment as potential cyber school candidates. 21CCCS will not discriminate in its admission or any other policies on the basis of race, color, national origin, sex, or handicap. Students enroll in 21CCCS at specific times of the year and participate in an orientation course. Should 21CCCS receive more applicants than there are available spaces, a waiting list and lottery system will be initiated. In recent years, this has not been required. Throughout the enrollment process, all student information is cross-referenced with multiple sources to ensure accuracy. The information provided from the student's parent/guardian is compared to information received from the student's previous school, copies of the birth certificate, and proof of residency. In addition, the home school district given by the parent is cross-checked against the home address, using U.S. Census data to ensure accuracy of billing. The enrollment process starts with an initial inquiry, which is typically completed online. 21CCCS enrollment advisors then speak with the family by phone or in person to discuss the school, the child, and the placement of the child in an online school environment. Following this communication, the students are given access to 21CCCS's sample classes,

which contain actual lessons from current 21CCCS classes. This provides families an opportunity to experience the look and feel of an online class. If, following review of the sample class, a family wants to enroll their child, the registrar provides access to a secure online form, which allows the family to enter all necessary data needed to generate the enrollment paperwork. Once the form is submitted, 21CCCS prints and mails the enrollment packet to the parent or guardian for required signatures. Once the packet is completed and returned, along with the required documentation such as proof of residency, the student is enrolled for the next start date, and enrollment notification forms are sent to the Pennsylvania Department of Education and the local school district. All information is then filed securely. In order to re-enroll the family must complete a re-enrollment form, computer lease, and an agreement to follow all policies in the current Student and Parent Handbook. Once the required forms are completed and returned, the student is re-enrolled for the following year.

Students are required to follow the PA Department of Healths mandated immunization, health screening, physical examination, and dental requirements pertaining to their grade level each and every year. If an immunization record is not submitted at enrollment or an immunization exemption letter is not received, the student will become provisional for up to six months from their start date. If at this time the immunization requirement is not met, the student will become expelled until the requirement is satisfied. Students have up to one year to submit the other necessary medical documentation and may be at risk for expulsion if these requirements are not satisfied in the appropriate time frame as well.

If an individual chooses not to visit their private practitioner, the school nurse is available through appointment to set up school health screenings at our Exton location. All health forms are reviewed and filed with the school nurse.

Parent Communication

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

Files uploaded:

- Enrollment pack 2013-14.pdf

Registration Policy

Registration Policy

PDF file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

PDF file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
201213	774	736	0	Not suited to online learning, unmotivated, desires more social interaction	337
201112	797	691	0	Not suited to online learning, unmotivated, desires more social interaction	353
201011	723	653	0	Not suited to online learning, unmotivated, desires more social interaction	358
200910	622	579	0	Not suited to online learning, unmotivated, desires more social interaction	324
200809	520	483	0	Not suited to online learning, unmotivated, desires more social	329

				interaction	

Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
201213							49	99	113	196	163	200	137
201112							49	78	109	171	173	174	153
201011							38	80	94	169	165	207	141
200910							23	42	72	123	141	149	154
200809							21	44	73	122	135	128	80

Planning Committee

Name	Role
Kylene Ball	Administrator
Joseph Bonnette	Ed Specialist - Instructional Technology
Kristen Boyer	Business Office Confidential Secretary
Melissa Brown De Gerena	Secondary School Teacher - Regular Education
Courtney Calio	Instructional Technology Director/Specialist
Lucinda Currie	Human Resources Specialist
Kimberly Ely	Editor
Monica Frank	Administrator
Heather Gowton	Secondary School Teacher - Regular Education
Kathleen Groff	Secondary School Teacher - Regular Education
Trisha Hoyt	Middle School Teacher - Regular Education
Matthew Kinsch	Middle School Teacher - Special Education
Erin Kline	Special Education Director/Specialist
Galen Kreiser	Secondary School Teacher - Regular Education
Meredith Leber	Secondary School Teacher - Regular Education
Jon Marsh	Administrator
Joseph Mayo	Student Support Manager
Sanna McCoy	Ed Specialist - School Counselor
Sharee McGibboney	Business Manager
Mark Miller	Middle School Teacher - Regular Education
Lindi Patzek	Administrative Assistant
Brian Petters	Secondary School Teacher - Regular Education
Emily Shank	Secondary School Teacher - Regular Education
Megan Tarr	Ed Specialist - School Nurse
Eileen Vice	Secondary School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
Common Core Standards: English Language Arts	Not answered	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
Common Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
Early Childhood Education: Infant-Toddler→Second Grade	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

21st Century Cyber Charter School serves only grades 6th through 12th.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
Common Core Standards: English Language Arts	Not answered	Not answered
Common Core Standards: Literacy in History/Social	Not answered	Not answered

Studies, Science and Technical Subjects		
Common Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

21st Century Cyber Charter School serves only grades 6th through 12th.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Non Existent	Non Existent
Civics and Government	Developing	Developing
Common Core Standards: English Language Arts	Accomplished	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Needs Improvement	Developing
School Climate	Needs Improvement	Developing

World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

21st Century Cyber Charter School is continuously updating and improving classes. Part of this process involves completely re-writing current classes to create new ones. The goal of this process is to align all classes more closely to the PA and Common Core Standards, improve academic content, and meet the needs of our varied learning styles. The first step of this process involves the creation of a curriculum map, which outlines the content and necessary standards of each class. Once a class is completed, teachers align the standards to their instruction in live classes throughout the year. Concerning the English Language Proficiency (ELP) middle school standards, the school currently implements special programs including BrainPop, IXL, Discovery Kids, United Streaming, and Gizmos, to aid in the instruction for ELP students. ELP students are instructed through their regular course content and provided individual support by their ELP teacher to modify and accommodate learning materials to meet their learning needs. The Civics and Government mapping is marked as developing because while the class was previously written to match content and not necessarily standards, our summer development process is working to drastically change this. The alignment is also marked as developing because over the past year at 21st Century Cyber Charter School lesson plans for instruction in live classes for all subject areas were required to include Common Core standards. Additionally, during the 2013-2014 school year all courses will be mapped using PA Common Core standards and those maps will be housed in a schoolwide database. The Common Core Standards for literacy in History/Social Studies, Science, and technical subjects is marked as developing for mapping and developing for alignment. 21st Century Cyber Charter School has incorporated the literacy standards for reading, writing, and speaking in every course that has been developed in the past three years. These reading, writing, and speaking standards are aligned to our assessments. Over the past year at 21st Century Cyber Charter School lesson plans for instruction in live classes for all subject areas were required to include Common Core standards. Additionally, development taking place prior to the 2013-2014 school year will be reflected in the 2013-2014 school year. All courses will be mapped using PA Common Core standards, allowing the literacy standards to be addressed on a much broader scale. The World Language classes are offered through third party providers to give students more variety in their choices between world language classes. These classes are also aligned to Pennsylvania and Common Core standards. The Interpersonal Skills and School Climate Standards were marked as needs improvement for mapping and developing for alignment. The guidance counselors at 21st Century Cyber Charter School have created and implemented lessons concerning the topics of interpersonal skills and school climate. As these lessons and instruction become more tightly tied to the Common Core standards, the school will improve in this category as well. The alternate academic content for math and reading are not a priority at this point due to the special nature of instruction at 21st Century Cyber Charter School. The school strives to provide every student with the rigorous curriculum of the regular math and reading classes that are aligned to the Pennsylvania and Common Core Standards. With the ability to individualize instruction for every student, specially designed classes are not necessary designed to meet the alternate academic content standards for math and reading. Instead, accomodations and modifications are made for individual students as necessary as they work through the challenging curriculum of the regular classes. The American School Council Association for Students was identified as non-existant because it is not offered at this time.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
Common Core Standards: English Language Arts	Accomplished	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Developing	Developing
Interpersonal Skills	Needs Improvement	Developing
School Climate	Needs Improvement	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

21st Century Cyber Charter School is continuously updating and improving classes. Part of this process involves completely re-writing current classes to create new classes. The goal of this process is to align all classes more closely to the PA and Common Core Standards and to improve academic content. The first step is to create a curriculum map to map out the content and standards of each class. Once a class is completed, teachers align the standards to their instruction in live classes throughout the year.

Concerning the English Language Proficiency (ELP) high school standards, the school currently implements special programs including BrainPop, IXL, Discovery Kids, United Streaming, and Gizmos to aid in the instruction of the ELP students. ELP students are instructed through their regular course content and provided individual support by their ELP teacher to modify and accommodate to meet their learning needs. Additionally, the high school provides a specific ESL biology class to the needs of those students.

The Common Core Standards for literacy in History/Social Studies, Science, and technical subjects is marked developing for both mapping and alignment. 21st Century Cyber Charter School has incorporated the literacy standards for reading, writing, and speaking in every course that has been developed in the past three years. These reading, writing, and speaking standards are aligned to assessments. Over the past year at 21st Century Cyber Charter School lesson plans for instruction in live classes for all subject areas were required to include Common Core standards. Additionally, prior to the 2013-2014 school year all courses will be mapped using PA Common Core standards, allowing the literacy standards to be addressed on a much broader scale. These maps will be housed in a schoolwide database. The Science and Technical subjects are all mapped and aligned to the Common Core Standards.

The world language classes are offered through 21st Century Cyber Charter School as well as third party providers. This gives students more variety in their choices between world languages classes. These classes are aligned to Pennsylvania and Common Core standards.

The Interpersonal Skills and School Climate Standards were marked as needs improvement for mapping and developing for alignment. The guidance counselors at 21st Century Cyber Charter School have created and implemented lessons concerning the topics of interpersonal skills and school climate. As these lessons and instruction become more tightly tied to the Common Core standards, the school will improve in this category as well.

The Career Education and Work was identified as developing for both mapping and alignment. The high school offers a specific careers class and graduation project with the aim of preparing students for the workplace. This is in the process of becoming more robust, to offer students a sweeping perspective on career goals and how to achieve them.

The Alternative Academic Content Standards for Math and Reading are marked as developing for both the mapping and alignment. The high school offers special math classes to aid in the instruction of students struggling in the regular class. Algebra Concepts is offered as a stepping stone between pre-algebra and Algebra 1 to give students the foundation they need in basic math skills. Keystone Algebra is offered to improve and refresh the Algebra skills of students to ensure all students understand the Algebra 1 Common Core standards. These classes are offered in addition to the core math requirements. 21st Century Cyber Charter school strives to provide every student with the rigorous curriculum of the regular math and reading classes that are aligned to the Pennsylvania and Common Core Standards. With the ability to individualize instruction for every student, specially designed classes are not necessary to meet the alternate academic content standards for reading. Instead, accommodations and modifications are made for individual students as necessary as they work through the challenging curriculum of the regular classes.

The American School Council Association for Students was identified as non-existent because it is not offered at this time.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

N/A

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

N/A we serve grades 6-12

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional	Not answered

time to be devoted to achieving the academic standards are identified.	
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Weekly, 21st Century Cyber Charter School employees send lesson plans to their lead teacher, as well as the principal. The plans are then checked, and feedback is given by the lead teacher to continue to improve instruction. In each lesson plan (and we've attached a sample for your perusal), there are a number of items that must be present. First, the objectives for the day's lesson are intrinsically important to the plan. The objectives outline what we would like the students to be able to do by the end of the lesson. We also provide the materials (mainly just PowerPoint as we are a cyber school) and activities to be completed so the students can work on their objectives independently or within small groups. Each lesson plan also has a list of those standards taught, as well as the anchors that will help the teacher and student to achieve the desired goal(s). Each lesson lasts for 60 minutes, so the lesson is designed to be completed in that amount of time. The time is to be broken up with 20 minutes of instruction and 40 minutes of direct activity. Each lesson also follows the designed curriculum created in Moodle (this is the learning management system we use). The curriculum is reviewed and evaluated to ensure that it follows PA Common Core standards. Further, it is horizontally and vertically

aligned with said standards. The school model is based on Mastery (80% of the grade) and students are able to resubmit material until they achieve mastery on all materials for the class. Our instructional units, arranged and organized within Moodle, are checked for best possible comprehension. The course moves organically for best results.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Weekly, 21st Century Cyber Charter School employees send lesson plans to their lead teacher, as well as the principal. The plans are then checked, and feedback is given by the lead teacher to continue to improve instruction. In each lesson plan (and we've attached a sample for your perusal), there are a number of items that must be present. First, the objectives for the day's lesson are intrinsically important to the plan. The objectives outline what we would like the students to be able to do by the end of the lesson. We also provide the materials (mainly just PowerPoint as we are a cyber school) and activities to be completed so the students can work on their objectives independently or within small groups. Each lesson plan also has a list of those standards taught, as well as the anchors that will help the teacher and student to achieve the desired goal(s). Each lesson lasts for 60 minutes, so the lesson is designed to be completed in that amount of time. The time is to be broken up as 20 minutes of instruction and 40 minutes of direct activity. Each lesson also follows the designed curriculum created in Moodle (this is the learning management system we use). The curriculum is reviewed and evaluated to ensure that it follows PA Common Core standards. Further, it is horizontally and vertically aligned with said standards. The school model is based on Mastery (80% of the grade) and students are able to resubmit material until they achieve mastery on all materials for the class. Our instructional units, arranged and organized within Moodle, are checked for best possible comprehension. The course moves organically for best results.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Modification and Accommodations are very important at 21st Century. Many times throughout the year, the Special Education department focuses on how we can modify and accommodate for a wide variety of learners. We do this in a number of ways. Firstly, many of our students have IEPs and 504s. Modification to the curriculum may include the creation of new assignments or modification of current assignments to meet the goals established within a student's IEP or 504. This allows the student the time to focus on the standards in the course without worrying about "excess" or repetitive work. Secondly, when the courses are designed in Moodle, the teacher ensures assessements are varied for different types of learners. Because of this, we have quizzes, projects, forums, and assignments that use a wide variety of examination. We have a vast array of software that allows us to test standards in a plethora of ways. Students are allowed to present their information in a variety of ways so long as the standards and objectives of the assignments are still being met. Most importantly, we have VOs (Virtual Offices) that are open from 8 a.m.-8 p.m., where students can access their teachers and work one-on-one. This accommodates students who may be full-time athletes, as well as those who work better in smaller settings. Lastly, we have direct instruction sessions, which are hour-long sessions offered once a week that bring struggling students in for one-on-one work. These sessions allow students to feel accomplished in class and gives the teacher extra time to teach a given standard. Rigorous curriculum is key to our school. Every class is made "in-house" and checked by multiple parties for stream-lining, accuracy, and content. If it fails to meet the rigor of PA Standards, Common Core, and/or vertical/horizontal mapping, the teacher is told to revise. We modify the content to make sure it works online – the students learn many different ways of showing that they learned the information. We accommodate these learners by allowing them to work at their own pace, and, when they need help, working with their specific strengths and weaknesses to help them perform to the best of their ability.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction

- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching

Regular Lesson Plan Review

- Administrators
- Department Supervisors

Provide brief explanation of LEA's process for incorporating selected strategies.

Classroom Observations: At least two formal observations are conducted for every teacher by the principal and department head on an annual basis. New teachers are observed more frequently during their first two years at 21CCCS. Observations are often conducted by watching the recording of a lesson rather than through live observation. This practice enables the administrator to pay full attention to each lesson and provide critical, accurate feedback.

Walkthroughs:

21CCCS started walkthroughs this year. This practice involves creating a more consistent presence of lead teachers in the virtual and brick and mortar offices, so they may observe for evidence of best used practices among teachers. The school plans to have a more formalized system for walkthroughs beginning in the 2013-2014 school year, in which case administrators will asses differentiation, effective co-teaching, incorporation of real world examples, student collaboration, and more.

Annual Evaluations: The principal meets with every teacher at the end of each semester to complete a more in-depth evaluation. Teachers are evaluated in five domains. These include: (1) Curriculum and Planning, (2) Instruction, (3) Assessment, (4) Student Achievement, Attendance, and Communication, and (5) Growth and Professionalism. This evaluation takes into account different modalities of instructional delivery including, but not limited to, teaching and interaction occurring in the Live Classes, Virtual Offices, group sessions, direct instruction sessions, field trips, community days, and updates within Moodle, our Learning Management System. A portion of each teacher's salary is determined by his/her evaluation score.

Peer Coaching: Two years ago, 21CCCS adopted a two-year mentoring program for new teachers. Each new teacher is paired with a veteran teacher who acts as his or her mentor. The program requires the teachers to provide evidence of their ability to master and demonstrate 13 different key concepts of teaching. Each concept is further broken down into 2 –20 different divisions. All evidence is organized into a binder, which is later presented. The teacher must present a summary of his/her results and accomplishments to a panel comprised of peer and expert teachers, the principal, and Chief Executive Officer.

Lesson Plan Review: All lesson plans are required to be submitted (in writing) to the principal and head of the department by the Friday before the lesson is presented. The lesson template is the same for all subject areas and includes sections for subject specific and Common Core

Standards and Eligible Content, objectives, hook, 15-minute lesson, 15-minute student activity, a math skill, and lesson wrap up.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

While 21CCCS does not currently have a person filling the specific role of Instructional Coach, a great deal of coaching is done by mentors, lead teachers, and department heads. These individuals work collaboratively to address and devise new strategies to provide consistency in the alignment of all standards.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

21st Century Cyber Charter School is a school for 6th through 12 grade students only.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

21st Century Cyber Charter School is a school for 6th through 12 grade students only.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in

	less than 50% of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

Structured grouping practices are used at various times throughout the year for remediation, special education progress monitoring, and to prepare for standardized testing. Some teachers will offer work sessions targeted towards a certain group of students. These sessions focus on one or two techniques to help the student to more easily access the curriculum. However, these practices are not used continuously or not implemented across the entire student population.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in less than 50% of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

Structured grouping practices are used at various times through out the year for remediation, special education progress monitoring, and to prepare for standardized testing. Some teachers will offer work sessions targeted towards a certain group of students. These sessions focus on one or two techniques to help the student to more easily access the curriculum. However,

these practices are not used continuously or not implemented across the entire student population.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

21st Century Cyber Charter School partners with the Chester County Intermediate Unit to screen and interview possible candidates. The school uses "REAP" and "School Recruiter" to advertise open positions. The candidates participate in three interviews in which they are assessed by the highly qualified teachers who teach in the content area for which they are being hired. New teachers are hired when the mandated student-to-teacher ratio indicates a new teacher is needed, or when staff indicate that a new hire is needed in order to adequately meet the students'needs.

With regard to how the teachers are assigned to at-risk students, every student in the school is assigned a "Learning Coach" who monitors the student's work, pays attention to his/her particular needs, and communicates regularly with the student and his/her parent(s) or guardian(s). The process by which a student should be assigned to a particular Learning Coach is determined on a case-by-case basis, based on the student's needs. For example, students in the special education program are paired with a Learning Coach who is certified in special education. Sometimes that teacher will be the student's learning coach as well as his/her special education caseworker.

In addition to the Learning Coach system, teachers are assigned to teach specific courses based on their students'past performances and the teacher's ability to work with different populations of students. Co-teachers are assigned to courses based on students'needs.

Assessments

Local Graduation Requirements

Course Completion	2014-2015	2015-2016	2016-2017
Total Courses			
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00

Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	3.00	3.00	3.00
Minimum % Grade Required for Credit (Numerical Answer)	64.00	64.00	64.00

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X				
Civics and Government		X				
Common Core Standards: English Language Arts		X		X		X
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
Common Core Standards: Mathematics		X		X		X
Economics		X				
Environment and Ecology		X		X		
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X		X		X
Alternate Academic Content Standards for Math		X				
Alternate Academic Content Standards for Reading		X				
World Language		X				

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language Arts

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Algebra I

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Biology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Students are assessed after an individual lesson			X	X
Students are assessed after completing an entire chapter			X	X
Students are assessed after completing a unit			X	X
Students are assessed after completing 2 quarters of work			X	X
Students are assessed after completing 4 quarters of work			X	X
Midterm and Final Exams			X	X
Research Projects			X	X
PSSA			X	
Keystone				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
CDT in Math			X	X
CDT in Reading			X	X
CDT in Biology				X

Goal Objective Progress Monitoring (Special Ed)			X	X
Unit Assessments			X	X
Midterm & Final Exams			X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Study Island			X	X
Raps 360 (replaced FLRT) (Special Ed)			X	X
Direct Instruction (student displays mastery individually) (Specal Ed)			X	X
Individualize Graphic Organizers (Special Ed)			X	X
Class discussions			X	X
Exit Tickets			X	X
Quiz			X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT in Math			X	X
CDT in Reading			X	X
CDT in Biology				X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review			X	X
Building Supervisor Review			X	X
Department Supervisor Review			X	X
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review			X	X

Provide brief explanation of your process for reviewing assessments.

When curriculum is being developed, several individuals review the assessments that are written for new development. Co-writer(s) review for content, readability and clarity of instruction. Principal(s) reviews for standards alignment, scope and sequence as defined by curriculum map, and rigor. The Instructional Systems Design team reviews for overall design and

accessibility, and edits for organization and consistency. Teachers then "pilot" the course with students and address any inconsistencies or inaccuracies in content or mechanics.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

N/A

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

CDT Data – Members of assessed content areas meet to use data from CDTs to form remediation groups and determine individual tutoring candidates. Departmental teams look at CDT data in conjunction with other student data (test scores, attendance) to determine individualized actions. Results are used by Sped and RTII teams as well, as the findings are posted in the Student Information System (SIS). Graphs of growth are sent to students and parents. This is also discussed with the student's Learning Coach.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Below and Below Basic students are placed into daily remediation groups based on performance on specific content. Some students are also offered individual tutors, dependent upon teacher input. Live classes are modified to address weaknesses and enrich strengths. Work sessions and direct instruction sessions are set up to target specific weaknesses, and group interaction is encouraged to help improve understanding.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.			X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.			X	X
Specific PA assessment anchors, eligible content or			X	X

standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.				
Instructional practices modified or adapted to increase student mastery.			X	X

Provide brief explanation of the process for incorporating selected strategies.

Courses are developed and modified to incorporate new and proven strategies. Lesson plans reflect the use of instructional strategies and new strategies are presented during staff meetings, department meetings, or on professional development days. New strategies are also presented via an online teacher resource page and "Roundtable" email conference. Co-teaching is utilized as frequently as possible to allow for strategic targeting with specific students.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & AYP or other Test-related Websites			X	X
Individual Meetings			X	X
Letters to Parents/Guardians			X	X
Local Media Reports			X	X
Website			X	X
Meetings with Community, Families and School Board			X	X
Mass Phone Calls/Emails/Letters			X	X
Newsletters			X	X
Press Releases			X	X
School Calendar			X	X
Student Handbook			X	X

Provide brief explanation of the process for incorporating selected strategies.

The school continues to use social media, the school website, newsletters, school calendar, and email/phone/mail to share data with families and the community.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

There is no current plan to release curriculum planning guides to the public. However, students and parents have access to course descriptions, syllabus, and all the lessons for each quarter. Parents are encouraged to review the course materials prior to their student completing the lessons.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement				
School-wide Positive Behavioral Programs			X	X
Conflict Resolution or Dispute Management			X	X
Peer Helper Programs				
Safety and Violence Prevention Curricula				
Student Codes of Conduct			X	X
Comprehensive School Safety and Violence Prevention Plans			X	X
Purchase of Security-related Technology				
Student, Staff and Visitor Identification Systems			X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training				
Counseling Services Available for all Students				
Internet Web-based System for the Management of Student Discipline			X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Since 21CCCS is a cyber charter school, students attend school from their home via the internet, making the likelihood of an issue requiring the involvement of the police very minimal.Students attend school from their homes on their own schedules, and a Peer Helper Program does not work within our asynchronous educational model. At this time, we do not employ a Safety and Violence Curricula, due to the nature of the cyber environment. We do not employ Security-related technology or School Resource Officers as we do not have students in our school building. 21CCCS does not currently have an active SAP team, however the Guidance Department functions in that role so those supports may be provided to students. 21CCCS does not place students in Alternative Education Programs, therefore this service is not necessary.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling			X	X

Attendance Monitoring			X	X
Behavior Management Programs			X	X
Bullying Prevention			X	X
Career Awareness			X	X
Career Development/Planning				X
Coaching/Mentoring			X	X
Compliance with Health Requirements –i.e., Immunization			X	X
Emergency and Disaster Preparedness				
Guidance Curriculum			X	X
Health and Wellness Curriculum			X	X
Health Screenings			X	X
Individual Student Planning			X	X
Nutrition			X	X
Orientation/Transition			X	X
RtII			X	X
Wellness/Health Appraisal			X	X

Explanation of developmental services:

Students are required to follow the PA Department of Health's mandated immunization, health screening, physical examination, and dental requirements pertaining to their grade level. If an individual chooses not to visit his/her private Practitioner, the school nurse is available by appointment to set up school health screenings at our Exton location.

Results of growth screenings are sent home at the end of the school year via mail, containing information on Body Mass Index and indicating if the student is at risk for "becoming over-weight," "overweight," or "under-weight." It further explains the indications of an increased Body Mass and refers students to their family doctor if necessary.

21CCCS has a Bullying Policy that is in the Student Handbook. It is provided to each family every year. During Orientation students complete lessons that address bullying and bullying prevention.

Guidance Curriculum is in the process of being developed and implemented in the middle school as well as high school English courses with the use of the Naviance program. The curriculum will speak to career and higher education planning, study skills, goals setting, and test strategies.

Proper nutrition is addressed in the Middle School Health curriculum as well as the High School Health course.

We do not have a Disaster & Emergency Preparedness plan as we do not have students in our school building.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications			X	X
Administration of Medication				
Assessment of Academic Skills/Aptitude for Learning			X	X
Assessment/Progress Monitoring			X	X
Casework				
Crisis Response/Management/Intervention			X	X
Individual Counseling			X	X
Intervention for Actual or Potential Health Problems			X	X
Placement into Appropriate Programs			X	X
Small Group Counseling-Coping with life situations				
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development				
Special Education Evaluation			X	X
Student Assistance Program				

Explanation of diagnostic, intervention and referral services:

When an abnormality is found during an in-school screening, a written referral form will be sent home to the parent/guardian via mail. It is then the parent/guardians responsibility to schedule an appointment with their child's private practitioner for further evaluation. Once completed, the referral form is to be returned to the school nurse. With regards to the Small Group Counseling sessions, these are all issues that the Guidance Counselors handle on a one-on-one basis, as needed. We have tried groups sessions in the past, and have not had any students interested in attending these, primarily because of the time constraints and commitment requirement.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				
Case and Care Management				
Community Liaison				
Community Services Coordination (Internal or External)				
Coordinate Plans				
Coordination with Families (Learning or Behavioral)			X	X
Home/Family Communication			X	X
Managing Chronic Health Problems			X	X
Managing IEP and 504 Plans			X	X
Referral to Community Agencies			X	X
Staff Development			X	X
Strengthening Relationships Between School			X	X

Personnel, Parents and Communities				
System Support				
Truancy Coordination			X	X

Explanation of consultation and coordination services:

An Emergency Medical Care Form is distributed with the school enrollment packet. It includes emergency contacts, Physician information, any medical conditions the student is diagnosed with, and whether or not the student may require emergency medication during in-school testing, while at our Exton location, or on a school field trip/community outreach program, etc.If the student may require emergency medication, there is an Authorization to Carry Emergency Medication Form to be completed with details of the medication and any allergies the student has been diagnosed with that must be submitted to the school nurse upon enrollment.21CCCS employs a P4SL (Plan for Student Learning) model which matches each student up with a staff member or Learning Coach. The Learning Coach's primary role is to foster a strong connection between the student, their family and the school. This individual serves as that student's "go-to" person, from whom he/she can receive consistent communication throughout the year.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & AYP Websites			X	X
Individual Meetings			X	X
Letters to Parents/Guardians			X	X
Local Media Reports				
Website			X	X
Meetings with Community, Families and Board of Directors			X	X
Mass Phone Calls/Emails/Letters			X	X
Newsletters			X	X
Press Releases				
School Calendar			X	X
Student Handbook			X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings			X	X
Individual Screening Results			X	X
Letters to Parents/Guardians			X	X
Website			X	X
Meetings with Community, Families and Board of Directors				
Newsletters			X	X

School Calendar				
Student Handbook			X	X

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	Yes
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	NA
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	NA
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	NA
Are all students eligible to participate in Federal Breakfast and Lunch programs?	NA
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	NA

Description of the responsibilities of the Charter School nurse(s)

The School Nurse is part-time, but is available five days a week. The School Nurse in a cyber school fulfills the duties of a brick-and-mortar school nurse, with the exception that the students are not physically in the building at all times. Students and families can make appointments with the School Nurse and meet with the nurse on field trips and/or community outreach events.The School Nurse performs duties of a certified school nurse, such as meeting state mandates, providing health screenings, and maintaining immunization and health records. The School Nurse is also responsible for communicating with parents and students regarding any epidemics or other health related information, and completing the annual SHARRS Report. Student screenings are arranged by appointment at the school offices and/or completed during field trips when applicable.Medications are not dispensed in school, but students have the right to carry their emergency medication to testing, field trips, and other 21CCCS events, with the completion of the Authorization to Carry Emergency Medication Form.

Food Service Program

Describe unique features of the Charter School meal program

N/A

Safety and Security

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

First Aid and CPR (including AED) materials are available at the Exton location. These safety items are brought on all field trips/ community outreach events. Many staff members are trained in First Aid and CPR.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

Wellness Policy

The school wellness policy

PDF file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

PDF file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

Files uploaded:

- Coverage.pdf

Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

N/A

Free Transportation Eligibility Requirements

The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

No file has been uploaded.

Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Not answered
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Not answered
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Not answered
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Not answered
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Not answered
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	No
Do all disciplinary actions for misconduct include a conference between	Yes

the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	

If necessary, provide further explanation.

The 21st Century Cyber Charter School Code of Student Conduct does not address discipline issues related to misconduct that would occur on school property, before or after school, during travel to and from school or school functions, or students reporting possession of illegal/banned items while at school because of the nature of our school. Being a cyber school, students are all working from their own homes and when they attend field trips they must bring a parent/ guardian. Our School Code of Conduct speaks to appropriate behaviors expected in our online learning environment.

Code of Student Conduct

The school's Code of Student Conduct

PDF file uploaded.

Frequency of Communication

Elementary Education - Primary Level

Not Answered

Elementary Education - Intermediate Level

Not Answered

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

The 21CCCS teaching environment is collaborative. All staff at 21CCCS work together from one location allowing for frequent collaboration and consultation. On a daily basis, classroom teachers work with Learning Coaches and Special Education teachers as necessary to ensure that all students are succeeding within the academic setting. As needed, modifications or interventions are applied to ensure that all students meet appropriate academic progress.

Community and Parent Engagement

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

21CCCS hosted 39 community outreach events during the 2012-13 school year. These events were held from 4:00 to 8:00pm throughout the commonwealth. Teachers volunteered to attend and chaperone the events. Students brought their computers and worked with teachers and other students on school work for the first two hours of each event. The last two hours were devoted to building community and socialization. The events were designed to reach out to students more frequently and to make the teachers available to families in more varied locations. A total of 319 students attended the outreach events.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

N/A

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

N/A

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

N/A

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

N/A

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

See Below Under High School Level Explanation.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

At 21st Century Cyber Charter School, our courses are designed in a collaborative process between the Curriculum Committee and individual teachers. Courses are aligned to PA standards and Common Core standards, and detailed curriculum maps are created to guide the creation of lessons and assignments. During this process, the teacher writing the course and the Curriculum Committee carefully review and select all materials and resources needed to teach the course. Materials such as textbooks, novels, supplementary texts, lab kits, art supplies, and software are selected and purchased to be most engaging and beneficial to students while meeting the rigor of state standards.

During the school year, teachers have access to a variety of high-quality materials to assist in delivering instruction. As we are a cyber school, each teacher has access to the internet and cutting edge educational technology. Internet access allows teachers to work with any and all materials on the web, especially the Pennsylvania Department of Education's Standards Aligned System. Educational resources are also purchased for internet use such as: BrainPop, Gizmos, IXL, Study Island, and World Book. These resources are used both in instruction and as supplemental materials for individual students. Teachers are encouraged to share resources in weekly team meetings or through a teacher specific email conference.

The school makes software and hardware purchases for both students and teachers to ensure that technology is current and supportive of instruction. Teachers and students are provided

with Mac laptops. The school provides access to the full Microsoft Office Suite, as well as, I-Work and I-Life programs. Each computer is loaded with software such as Smart Notebook, Inspiration, Comic Life, and Photoshop. Trainings on the use of these programs are provided throughout the year when new technology is purchased and on an individual basis as needed. Teachers are provided with multiple monitors to best serve their students and organize workspace. Teachers have access to iPads, a green screen, and high quality cameras to create engaging movies and presentations, to best deliver standards aligned content to students. Students and teachers have access to graphing calculators, digital cameras, Bamboo tablets (which allow students to write on a digital pad), and printers, scanners, and other accessories on an as-needed basis. The school employs a full-time Tech Support office to troubleshoot technical issues, install new technologies, and insure adequate consistent access to materials for all teachers and students.

At the beginning of the school year, all students receive the aforementioned, hardware, software, books and other learning materials needed for their courses. In a week-long Student Orientation, the school teaches and assures that each student can competently use the provided technology and resources. Each year students advance to a higher level of Orientation, encouraging them to explore the provided technology in greater depth to develop a sophisticated command of these programs. Students'knowledge of technology grows and deepens each year.

Students also have access to an online Cybrary where internet resources are gathered and informational videos can be accessed about using technology for school purposes. Each student is issued a Chester County library card at the beginning of the year. This provides access to all of the resources of the Pennsylvania POWER Library System.

21st Century Cyber Charter School recognizes the diverse needs of its student population. The Special Education team ensures that the school has the necessary materials for Special Education and English as a Second Language students to access the curriculum. Assistive technology may also be provided, such as text-to-speech, in which the computer will read digital text. Additionally, we can provide Inspiration, a software that allows teachers and students to create custom graphic organizers, as well as translators, and audio versions of books to provide students multiple ways to access material and master standards. The school maintains a large collection of instructional materials, alternative books, comprehension constructors, and other resources to help all students engage deeply and effectively with course material. Most resources are available to the entire student population, allowing everyone to benefit from these materials.

21st Century Cyber Charter School supports its staff members in acquiring the necessary skills to effectively use available resources. Our teaching staff participates in regular and rigorous professional development and training courses to ensure that they are able to use all of the school's resources to deliver high quality standards aligned instruction. New teachers go through an orientation and are provided a peer mentor to help them design effective instruction and use all of the school's technological resources. This year the administration created

optional, teacher- led Professional Learning Communities. Professional Learning Communities are focused on topics such as Reading in the Content Areas, Motivating Students, Feedback, and Dynamic Instruction. A text is provided as a guide for each group. In these groups, teachers discuss how to best use available resources to address these educational challenges.

Staff members are encouraged to seek out new materials and resources. The administration encourages and welcomes teacher requests to experiment with or test-run new technologies. Many new materials are acquired after being "discovered" and recommended by a staff member.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
Common Core Standards: English Language Arts	Not Applicable
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
Common Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

There is no elementary program in this school.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
Common Core Standards: English Language Arts	Not Applicable
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
Common Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

There is no elementary program in this school.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Common Core Standards: English Language Arts	Implemented in less than 50% of district

	classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in

	less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Teachers completed a Professional Development on utilizing SAS and created lessons using the available resources. However, teachers reported that some of the materials they found on the site did not match the standards. Others were lower level resources, i.e. fourth grade level resources that showed up in a search for seventh or eighth grade material. Some teachers found that much of the material is geared towards live (in-person) classes rather than the online cyber learning environment. During course development and while differentiating instruction, teachers are encouraged to continue to look at SAS as new resources are added. The recent addition of the Assessment Creator seems promising.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Common Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in

	less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Not Applicable
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Teachers completed a Professional Development on utilizing SAS and created lessons using the available resources. Resources are used more often in the development of classes rather than in

the live class sessions. Teachers found the search function to be less than perfect. For example, a search for solar system materials in the 9-12 band resulted in almost 1500 resources, including some listed as being for 5th grade only and some for unrelated topics (e.g. body systems) or links to sites that were only tangentially related to the topic. There were also broken links, and links to sites requiring payment for resources. Again, teachers found that much of the material is designed for non-online classes in which teachers work directly with students. During course development and while differentiating instruction, teachers are encouraged to continue to look at SAS as new resources are added. The recent addition of the Assessment Creator seems promising.

Fiscal Solvency Policies

Describe policies and procedures that have been established to ensure and monitor fiscal solvency.

In order to maintain steady cash flows, 21CCCS bills school districts on a monthly basis. Subsidy deductions, as allowed by PDE, are requested multiple times throughout the school year. Parents are billed timely for any unreturned computer equipment and books.21CCCS maintains checking and money market accounts at DNB First. Cash transfers are done monthly from the 21CCCS to reimburse the CCIU for Accounts Receivable, Accounts Payable, Payroll, Purchasing and Human Resource services provided to the 21CCCS.As part of the purchasing procedures put in place by the 21CCCS Board, purchases over $4,000 require additional pre-approval by a CCIU Division Director, and those in excess of $10,000 and any long-term lease commitments are voted on by the Board of Trustees. All purchases are presented in an Expenditure Report to the Board for approval at each meeting.Herbein + Company, Inc., independent auditors, have recommended that 21CCCS set aside in its fund balance in an amount equal to 3 months of expenditures (approximately $1,500,000). 21CCCS has designated $1,150,000 for this purpose under a program stabilization classification as of June 30, 2012. 21CCCS intends to comply with the recommendation over time and expects to add to this balance once the June 30, 2013 reporting has been finalized and the fund balances have been updated. In accordance with GASB Statements No. 54 Fund Balance Reporting and Governmental Fund Type Definitions, the following fund balance classifications for June 30, 2013 were approved at the May 21, 2013 Board meeting: Future Building Fund, Future Capital Equipment/Software/Furniture, Future Curriculum Development, Minimum Lease Obligations, New Initiatives, Future Program Stabilization, Partnership Initiatives Fund and PSERS Retirement Rate Increases.

Accounting Systems

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

The Chester County Intermediate Unit provides financial services to the 21CCCS, utilizing MSGovern's Gemstone software in conjunction with the Chart of Accounts mandated by the PA

LECS Comptroller's Office for budgeting, accounting, and financial reporting. All financial reporting conforms to Generally Accepted Accounting Principles (GAAP) as stated in the Independent Auditor's Report dated December 18, 2012 presented by Herbein & Company Inc.

Current Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe your current telecommunications services, hardware, software and other services used to implement education. What strengths and weaknesses, related to technology, have been identified by staff, students or parents?

Each student is issued a current model Macintosh laptop computers, which are used for their reliable operating system, robust software compatibility, and the ability to configure them to provide a computer that meets their needs, while being as reliable and secure as possible. All students are also issued calculators (TI84 Plus for high school students, TI-30xIIS for middle school students), and Wacom Bamboo electronic tablets. Other hardware is also provided to students upon request, such as wireless routers (for homes with two or more 21CCCS students), scanner/printers (with ink and paper), external mice, external keyboards, and USB headsets. Course specific hardware is also provided, including digital cameras, heart rate monitors, and Kill A Watt electricity usage monitors. The school also uses a variety of online software and resources, which include but is not limited to programs such as Elluminate/BlackBoard Collaborate, United Streaming, Atomic Learning, World Book Online, netTrekker, and Study Island.

The staff is continuously evaluating the effectiveness and strengths of the technology currently employed by the school. Our students and staff are mostly satisfied with the hardware and software we currently use to facilitate the education of our student population. The school goes to great lengths to ensure the technology used is both safe and worthwhile with regards to the educational process. In addition, our students and staff have minimal problems or issues which arise related to the technology we use. However, there are certain web based technologies our staff and students would like to see wider usage of in the school, although internet security and student safety trump the implementation of such technologies.

Future Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe what specific telecommunications services, hardware, software and other services will be needed to improve education? (Address how you plan to take advantage of emerging

technologies to improve education. Be sure to include the acquisition or implementation of such services/equipment within your Action Plans.)

Our current assessment for the need to incorporate technology and telecommunications applications is derived from internal and external conversations with students, parents, and staff. Given our school's online nature and the model we use for world-class customer service, our teachers, staff, and administration are in regular contact with our school population, which leads to conversations about new technologies that support online learning and student achievement. Also, our close working relationship with the Chester County Intermediate Unit's Educational Research, Development, and Technology Services division identifies potential new technologies that may be appropriate for the cyber school setting. Examples of such technologies include Web 2.0 collaborative applications, tablet computing devices, smartphones, and more. In addition, 21CCCS staff members regularly attend regional, statewide, and national conferences and professional development sessions and/or are currently enrolled in graduate level programs. Such programs range from instructional systems design and educational technology, to educational leadership. During the course of their studies, individuals interact with peers and colleagues to consider ideas about emerging technologies. Because such topics are often at the forefront of discussions, we often test or pilot such emerging educational technologies. This allows staff members and teachers evaluate the effectiveness of technology in terms of integration, cost analysis, potential student benefit, and professional development. Finally, our intent for 2013 is to develop and administer a yearly technology survey for students, parents, and staff to assess and evaluate the usefulness of currently utilized technology as well as a needs assessment to incorporate new technology and telecommunications applications.

Professional Education

Characteristics

Charter School's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.			X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.			X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.			X	X
Empowers educators to work effectively with parents and community partners.			X	X

Charter School's Professional Education	EEP	EEI	ML	HS

Characteristics				
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.			X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.			X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.			X	X
Instructs the leader in managing resources for effective results.			X	X

Provide brief explanation of your process for ensuring these selected characteristics.

The 21st Century Cyber Charter School has maintained a strong focus on curriculum, state standards, and the Common Core in Professional Development. Professional Development has included: SAS courses, modifying assignments for special education students, live class skills and strategies, and family interaction. Administrators and lead teachers take a strong role in professional development for the staff, from presenting the information to working with teachers after the development to ensure they are incorporating the strategies into their classroom. Administrators also attend leadership conferences frequently.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

The 21st Century Cyber Charter School uses CDT data to discover where individual students and classes need additional support. Staff is giving specific tasks to complete based on the professional development, with deadlines and specific guidelines. After professional developments, staff is surveyed to better understand the effectiveness of the program. Professional development is continued throughout the year, and supported by principal observations, lead teacher communication, and mentor observations for those in the mentee program. For example, our Professional Learning Communities each had direct connections to the skills they will need in the classroom, such as instructional strategies, student motivation, and feedback. These skills are evaluated in the bi-annual teacher evaluations. After running a Professional Development on co-teaching, teachers were evaluated with observations and their reflections. 21st Century Cyber School is a state-approved provider of professional developments and we do not use any outside providers.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

In future professional development, the 21st Century Cyber Charter School plans to evaluate student data from classes to plan programs. The evaluation process for evaluators will be organized and made consistent in the future. Based on student performance in classes and on Keystone exams, we will design book studies that help teachers strengthen teaching strategies to reach those learning for the 2013-14 school year.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Provide brief explanation of your process for ensuring these selected characteristics.

21st Century Cyber Charter School Inductees go through an intensive two year mentoring programing. At the end of the program, inductees submit a portfolio demonstrating a mastery of all 83 of iNACOL National Standards for Quality Online Teaching. The program begins with a three day training for all new teachers at the beginning of the year. This training addresses the necessary skills needed to become a successful online educator. Topics covered during the training include: an introduction to the Standards Aligned System website, expectation of lesson plans and standards, and daily procedures.The inductees meet bi-monthly as a group to discuss information relevant to 21CCCS. Agenda items include: the school's inititatives, policies, procedures, and strategies for classroom management in a online setting, working with challenging students, strategies for working with the exceptional learner, bullying, engaging lessons, differentiation, and changes in assessments. Inductees are assigned a mentor who works with them throughout the two year program ensuring they have the tools necessary to meet the needs of all learners and are creating lesson plans that are aligned with PA, Keystone, and PA Common Core standards. Mentors formally observe inductees twice a year and informally observe inductees on an ongoing basis. During the mentoring program, inductees are taught how to navigate through the SAS website for standards, resources, and materials. Inductees meet with our guidance counselor to discuss mandate reporting procedures and the protocol for working with students in crisis. The nature of our setting allows for ongoing collaboration of collegues throughout the day. Inductees are strategically seated to allow for ongoing support and develop of a sense of camaraderie. By the end of our two year mentoring program, our inductees have the tools necessary to be effective online educators.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

As part of 21st Century Cyber Charter Schools mentoring program, inductees are assigned a mentor. The mentor observes the inductee both formally and informally several times a year as well as the program supervisor and principal. The mentor, principal, and mentor program supervisor meet to discuss the observations, identify needs, and create a plan to address those needs. All inductees have access to 21CCCS PSSA data. Inductees teaching a testing subject go through the data with the lead teacher throughout the year, assuring the instruction to students is addressing the needs. Students are given the Classroom Diagnostic Tool several times a year. Mentors go over the results with Inductees to ensure they understand the data. Inductees assess students on a ongoing basis through formal and informal assessment. Formal assessments include exams, webquests, and essays and informal assessments include “exit tickets,” small group work, and practice assignments during Live Class. Weekly lesson plans are submitted to a Lead Teacher and Principal. Feedback is given to the Inductee on a ongoing basis. The mentor also works with the inductee on creating engaging lesson plans and discusses a variety of instructional activities and models. Inductees are given a survey several times a year to continue to improve the program. Information from second year inductees is used to make changes to the first year program. A survey of those who complete the program is used to improve the second year program. An inductee finishes the program when he/she successfully completes a portfolio and gives a presentation showing the growth made in the first two years of online teaching.

Provide brief explanation for strategies not selected and you plan to address their incorporation.

N/A

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

21st Century Cyber Charter School is invested in our mentoring program and continually evaluates the program and mentors to ensure the program is effective. All mentors have Master's degress and have taught for at least three years and must have a good evaluation. All mentors have the same grade level teaching certificate ,but may not have the same content area certification. Mentors are assigned inductees based on the mentors expertise and the inductees needs. Mentors meet with the program supervisor and principal at the beginning of the year to discuss the objectives of the mentoring program, go over the standards, and discuss the portfolio. The Program Supervisor meets informally with the mentors ongoing throughout the year. The Program Supervisor and Principal meet formally with the mentor twice a year. An inductee's mentor may be changed at any time if deemed necessary by the Program Supervisor and Principal to ensure the inductee's needs as a new teacher are being met. Mentors and inductees meet for one hour weekly outside of normal work hours.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

N/A

Induction Program Timeline

Topics	Aug-Se	Oct-No	Dec-Ja	Feb-Ma	Apr-Ma	Jun-Jul

	p	v	n	r	y															
Code of Professional Practice and Conduct for Educators	X																			
Assessments		X		X																
Best Instructional Practices	X		X																	
Safe and Supportive Schools		X				X														
Standards					X			X												
Curriculum						X		X				X								
Instruction									X			X								
Accommodations and Adaptations for diverse learners															X	X				
Data informed decision making																X	X			
Materials and Resources for Instruction																		X		X

If necessary, provide further explanation.

All new teachers of 21st Century Cyber Charter School participate in a three day orientation prior to the date when all teachers return to school. During this orientation, all above topics are introduced and touched upon but are not focused on until later. The timeline for topics addressed is during our bi-monthly meetings with the Inductees. Mentors may go over topics earlier and more often based on the inductee's needs. Inductees teaching a tested subjected will focus on standards with mentors early in the school year as well as basing instruction on data. An inductee working with our expectional learner population will focus on accomodations and modifications with the mentor much earlier. The topics may also be addressed during professional development days and faculty meetings.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Mentoring Program Supervisor and Principal meet informally throughout the year to discuss the program. Mentors are required to keep detail records of meetings and the progress of inductees in our School's Informational System Database. The Program Supervisor and Principal formally meet with the mentors individually, twice a year. Changes are made if necessary based on the need of the inductee. Inductees complete a survey twice a year reflecting on the induction program. The results of the surveys are discussed by the Mentoring Program Supervisor and Principal and adjustments to the program are made as necessary to continually provide support and guidance to all inductees.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.

Assurances

Brick and Mortar Charter Schools

No policies or procedures have been identified.

Cyber Charter Schools

The cyber charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))

- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))
- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Discounts or payments waived are not extended to any school district for any student (in compliance with §17-1743-A (a))

- Funds are not provided to a school entity except as compensation for the provision of specific services (in compliance with §17-1743-A (a))

- The following will be made available upon request to each student's school district of residence: copy of the charter, copy of the cyber charter application, copy of all annual reports prepared by the cyber charter school, and a list of students enrolled in the cyber charter school from that school district (in compliance with §17-1743-A (c))

- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: brief description of each of the student's courses of instruction, description of the lessons and activities offered on and offline, the manner in which attendance will be reported and work authenticated, and a list of all standardized tests the student will be required to take and the place where the tests will be administered (in compliance with §17-1743-A (d))

- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: the school's address and contact information for the CEO and other school personnel including the student's teachers, meetings to be held between parents and professional staff members, the manner in which parents will be notified of meetings, and a list of any extracurricular activities provided by the school (in compliance with §17-1743-A (d))

- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: a list of all student services to be provided and copies of policies related to computer security and privacy, truancy, absences, discipline, and withdrawal or expulsion of students (in compliance with §17-1743-A (d))

- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: the school calendar, including but not limited to the time frame that will constitute a school year and a school week, holidays, and term breaks (in compliance with §17-1743-A (d))

- Each student will be provided with all instructional materials, all equipment including a computer, monitor, and printer, and will be provided with or reimbursed for all technology and services necessary for the on-line delivery of the curriculum and instruction (in compliance with §17-1743-A (e))

- Ongoing access to all records and facilities will be provided to PDE that the Department deems necessary (in compliance with §17-1743-A (g))

- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1749-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1749-A (a))

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))
- Free Education and Attendance (in compliance with § 12.1)
- School Rules (in compliance with § 12.3)
- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)
- Discrimination (in compliance with § 12.4)
- Corporal Punishment (in compliance with § 12.5)
- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)
- Freedom of Expression (in compliance with § 12.9)
- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)
- Hair and Dress (in compliance with § 12.11)
- Confidential Communications (in compliance with § 12.12)
- Searches (in compliance with § 12.14)
- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))
- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)
- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system

- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

Keystone Literature scores (25.9% higher than state average)

Accomplishment #2:

Participation rates for standardized testing +95% (PSSA and Keystone)

Accomplishment #3:

Use of CDT as universal screener in all grade levels

Accomplishment #4:

Value added data growth corresponds with new course development process (rigor, alignment of instruction to standards, and assessment anchors)

Accomplishment #5:

Keystone Algebra I Scores (9.9% higher than state average)

Accomplishment #6:

PSSA 8th grade Math scores improved 9.6% over last year's scores

Accomplishment #7:

PSSA 8th grade Reading scores improved 8.7% over last year's scores

Accomplishment #8:

PSSA 6th grade Reading scores improved 7.2% over last year's scores

Accomplishment #9:

PATH to graduation program to improve cohort graduation rate

Charter School Concerns

Concern #1:

Lack of fully implemented, systematic RTII process

Concern #2:

Keystone Biology results (39. 4% proficient or above)

Concern #3:

6th grade PSSA Math scores (64.5% proficient or above)

Concern #4:

7th grade PSSA Reading scores (66.7% proficient or above)

Concern #5:

Cohort Graduation Rates

Prioritized Systemic Challenges

Systemic Challenge #1 *(System #5)* Establish a system within the charter school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

Lack of fully implemented, systematic RTII process

Keystone Biology results (39. 4% proficient or above)

6th grade PSSA Math scores (64.5% proficient or above)

7th grade PSSA Reading scores (66.7% proficient or above)

Cohort Graduation Rates

Systemic Challenge #2 *(System #11)* Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

Aligned Concerns:

Keystone Biology results (39. 4% proficient or above)

6th grade PSSA Math scores (64.5% proficient or above)

7th grade PSSA Reading scores (66.7% proficient or above)

Systemic Challenge #3 *(System #8)* Establish a system within the charter school that fully ensures each member of the charter school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

Cohort Graduation Rates

Systemic Challenge #4 *(System #3)* Establish a system within the Charter School that fully ensures staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

Aligned Concerns:

Keystone Biology results (39. 4% proficient or above)

6th grade PSSA Math scores (64.5% proficient or above)

7th grade PSSA Reading scores (66.7% proficient or above)

Charter School Level Plan

Action Plans

Goal #1: Establish a system within the charter school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Related Challenges:

- Establish a system within the Charter School that fully ensures staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

Indicators of Effectiveness:

Type: Formative

Data Source: CDT Data

Specific Targets: 30% of students in Tiers 2 and 3 will improve by 10% from their baseline assessment (CDT scores) within a 27 week period.

40% of students in Tiers 2 and 3 will improve their performance level (below basic, basic, proficient, or advanced) on the CDT within a 27 week period.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

SAS Alignment: Instruction

Action Steps:

Build RTII Team

Description:

Recruit a team of staff members to establish, implement, and evaluate the RTII program.

Start Date: 1/1/2014 **End Date:** 1/17/2014

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

RTII Implementation Plan

Description:

RTII Team creates a process/protocol for RTII implementation, including: the universal screening procedure, a method for collecting and analyzing data, the determination of standard interventions for Tier 2, and establishing criteria for movement between the tiers.

Start Date: 1/17/2013 **End Date:** 5/1/2014

Program Area(s): Student Services

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Progress Monitoring Training

Description:

Train the RTII team to use Yearly Progress Pro to monitor student progress in the program.

Start Date: 1/17/2014 **End Date:** 5/1/2014

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Determining At-Risk Students

Description:

Using CDT and class data, the RTII team will determine which students would benefit from RTII.

Start Date: 9/15/2014 **End Date:** 10/1/2014

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

RTII Professional Development

Description:

Provide professional development to all staff to educate them about what RTII is and how the process will work in our school.

Start Date: 9/1/2014 **End Date:** 9/1/2014

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

RTII Implementation

Description:

Teacher begins implementing RTII process with the help of the RTII Team

Start Date: 10/1/2014 **End Date:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

RTII Implementation Monitoring

Description:

RTII Team monitors implementation of RTII process and solves any persistent problems.

Start Date: 10/1/2014 **End Date:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Monitoring Individual Student

Description:

RTII Team meets weekly regarding individual students in order to review the effectiveness of interventions implemented over the past 6 weeks. Teachers will bring progress monitoring documents to the meetings. Results will be analyzed so adjustments to interventions can be made as necessary.

Start Date: 10/1/2014 **End Date:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Documentation of Student Progress

Description:

Progress monitoring documents are kept in the Student Information System so that all teachers have access to them.

Start Date: 10/1/2014 **End Date:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Goal #2: Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

Related Challenges:

- Establish a system within the Charter School that fully ensures staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.
- Establish a system within the charter school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Formative

Data Source: Data team presentation of various data points (PSSA, Keystones, CDT, attendance, etc)

Specific Targets: Survey conducted of teaching staff indicating what data is most helpful and that they utilize most frequently.

Teacher training on effective utilization of data.

Creation of database for data storage and easy analysis.

Meetings in which data is shared and discussed (staff meetings, department meetings, cohort meetings, etc).

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)
Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

SAS Alignment: Instruction

Action Steps:

Establish a data team

Description:

Members must represent all aspects of the school

Determine how often team meets

Start Date: 1/1/2014 **End Date:** 1/30/2014

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Data Team will determine what needs exist for data in the school environment

Description:

Survey staff:

What data do we need to collect?

What data would be most useful for you?

Determine when this data needs to be collected

Identify how individuals collect data

What tools do they use to collect data?

Inquire how the Data Team can relay the information to staff in the most user-friendly way

Start Date: 3/1/2014 **End Date:** 5/1/2014

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Building a systematic way to collect and share all necessary data

Description:

Determine how often to collect data

Ensure all forms of data collection are available to staff

Determine how the Data Team will analyze the results and how best to share meaningful data

Start Date: 9/1/2014 **End Date:** 2/1/2015

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Building a method to analyze data

Description:

Determine who will analyze the different data that is being collected (whole team, task teams, and/or individuals)

Build tools to break down and understand what the data tells us

Hold a professional development on the various methods of data collection to train staff members

Start Date: 3/1/2015 **End Date:** 5/1/2015

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Sharing data with staff and detailing methods on how to use data effectively

Description:

Hold a professional development that will share necessary data with those it effects.

Provide data to relevant groups on the predetermined schedule to share

Follow up throughout the year by tracking any data changes that exist following sharing of the data; update staff on changes

Start Date: 3/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development

Implementing the data to make improvements and action plans to the school

Description:

Action plans have been approved and are implemented in the school environment.

Implement the necessary action plan(s) to utilize the data and encourage improvements.

Start Date: 3/1/2015 **End Date:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Goal #3: Establish a system within the charter school that fully ensures each member of the charter school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Summative

Data Source: School Climate Survey Results

Participation rates in annual School Climate Survey

Specific Targets: Year #1- 30% participation

Year #2- 40% participation

Year #3- 50% paricipation

Each subgroup of participants will be tracked to ensure data collected represents all school community members (students, parents, teachers, staff, community, and business).

Strategies:

Social and Emotional Wellness Programs

Description: WWC has identified commercial (and other) social and emotional wellness programs that have a positive effect on the social and emotional wellbeing of students. (Source: http://ies.ed.gov/ncee/wwc/FindWhatWorks.aspx?o=7&n=Personal/Social%20Development&r=0)

SAS Alignment: Safe and Supportive Schools

Action Steps:

Development of Survey Team

Description:

Form a team responsible for creation and implementation of a school climate survey.

Start Date: 12/2/2013 **End Date:** 12/16/2013

Program Area(s): Student Services

Supported Strategies: None selected

Development of the Survey

Description:

Define what will be in the survey. The information surveyed will focus on the school climate and how well we are serving the needs of families. The purpose of staff surveys will include how well they believe they are serving the needs of students and families, but also perceptions of morale among colleagues and other staff members.

Start Date: 1/2/2014 **End Date:** 3/30/2014

Program Area(s): Student Services

Supported Strategies: None selected

Deliver School Climate Survey

Description:

Survey will be delivered to students, staff, and parents. First by email, then by phone, mail, and finally in person at year-end events.

Start Date: 5/1/2014 **End Date:** 6/7/2014

Program Area(s): Student Services

Supported Strategies: None selected

Generate reports from school climate survey results for analysis.

Description:

Pull together data from the school climate surveys. Display in a manner that allows the survey team to analyze the information and provide an accurate representation of school climate.

Start Date: 6/8/2014 **End Date:** 6/22/2014

Program Area(s): Student Services

Supported Strategies: None selected

Analyze data and draw conclusions on strengths and weaknesses within the school climate.

Description:

Review reports and analyze data. Identify trends that indicate strengths and weaknesses. Cross-reference with the school data team to confirm accuracy and identify how school climate impacts academic performance.

Start Date: 9/1/2014 **End Date:** 10/1/2014

Program Area(s): Student Services

Supported Strategies: None selected

Develop a data-driven action plan

Description:

Utilizing information received from data analysis to develop a data driven action plan to improve school climate.

Start Date: 7/1/2014 **End Date:** 7/22/2014

Program Area(s): Student Services

Supported Strategies: None selected

Implementation of Plan

Description:

Ensure that the plan is being carried out throughout the school year.

Start Date: 8/1/2014 **End Date:** 6/30/2015

Program Area(s): Student Services

Supported Strategies: None selected

Review program success

Description:

Review plan to ensure success over the past year, based on new data. Modify the plan and repeat annual school climate survey.

Start Date: 5/1/2015 **End Date:** 6/8/2016

Program Area(s): Student Services

Supported Strategies: None selected

Goal #4: Establish a system within the Charter School that fully ensures staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

Related Challenges:

- Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

Indicators of Effectiveness:

Type: Summative

Data Source: Attendance at Assessment Open Houses (held virtually)

Specific Targets: Year #1- 10% attendance

Year #2- 20% attendance

Year #3- 30% attendance

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common

assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

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SAS Alignment: Assessment, Instruction

Action Steps:

Virtual Assessment Open House – Explaining School Performance Profile

Description:

Principals will hold a virtual meeting with parents on the topic of understanding the School Performance Profile as we make the switch from AYP. This will provide a framework for understanding the assessment data to become available later.

Start Date: 11/1/2013 **End Date:** 11/30/2013

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Blog Post To Explain the School Performance Profile

Description:

Write a blog post to explain the School Performance Profile as a means of teacher and school assessment. This would be available to the entire public. Twitter and Facebook will be used to direct the public to this post, establishing social media as means of communicating assessment data and information.

Start Date: 12/1/2013 **End Date:** 12/30/2013

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Social Media Blast of the School Performance Profile

Description:

Using Facebook, Pinterest, Twitter to provide a link to the 2013 – 2014 School Performance Profile for 21st Century Cyber School. Provide contact information for school principals regarding any questions about the profile or the data.

Start Date: 1/1/2014 **End Date:** 3/30/2014

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Determination of Essential Assessment Data

Description:

A meeting will be held with the Administrative team and Data team to discuss what information needs to be included on the school assessment data webpage and how best to present it.

Start Date: 3/1/2014 **End Date:** 5/31/2014

Program Area(s): Student Services

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Expansion of the School Website to Include School Data Assessment.

Description:

Administrative team and at least one representative from the Data team will meet with Marketing to share an outline and plan for a school assessment data webpage.

Start Date: 3/1/2014 **End Date:** 5/31/2014

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Marketing Team Meeting with Web Designer

Description:

Marketing team and at least one representative from the Data team will meet with the web designer to discuss the creation of school assessment data webpage.

Start Date: 3/1/2014 **End Date:** 5/31/2014

Program Area(s): Student Services

Supported Strategies: None selected

Review the Webpage Before Publication

Description:

Administrative team and Data team will meet and review the webpage before publication. Teams will check all links, ensure current design aligns with original plans, and approve the webpage for live launch.

Start Date: 3/1/2014 **End Date:** 5/31/2014

Program Area(s): Student Services

Supported Strategies: None selected

Webpage Launch

Description:

The Marketing team will launch the webpage. Posts will be made to Facebook, Twitter, and Pinterest alerting the public to the availability of the assessment data webpage.

Start Date: 3/1/2014 **End Date:** 5/31/2014

Program Area(s): Student Services

Supported Strategies: None selected

Ongoing Updates and Alerts

Description:

Administrative team and Data team will meet to establish a plan and timelines for updating the webpage as new data is received and subsequently alerting the public to the new data through social media.

Start Date: 6/16/2014 **End Date:** 8/15/2014

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

pennsylvania
DEPARTMENT OF EDUCATION

Tuesday, November 4, 2014

21st Century Cyber CS
William Ferrara
126 Wallace Ave.
Downingtown, PA 19335

Greetings William Ferrara:

Please be advised that the comprehensive plan for 21st Century Cyber CS is complete and has been accepted by the Pennsylvania Department of Education for implementation during the July 1, 2014 to June 30, 2017 cycle. The Department is available to work with you to implement your plan. You are encouraged to use the indicators of implementation and effectiveness to monitor the progress of the execution of your Action Plans throughout this cycle.

This letter confirms that the 21st Century Cyber CS meets the Chapter 4, 12, 16, and 49 requirements.

In addition, if requested, the technology components of your comprehensive plan were reviewed based on the guidelines set forth by the Schools and Libraries division of USAC. Your comprehensive plan has met these guidelines and contains the following required elements:

- Clear goals and a realistic strategy for using telecommunications and information technology to improve education services
- A professional development strategy to ensure that staff knows how to use these new technologies to improve education services.
- An assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.
- An evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities and they arise.

Please note that although your comprehensive plan adequately addresses these required elements, the reviewers/approvers have not compared the services and/or initiatives you have described in your comprehensive plan to your technology grants and/or E-rate applications. When applying for funds or discounts through programs that require an approved technology plan, you are responsible for ensuring that your application aligns with your technology sections. Be advised E-Rate and other program administrators may request a copy of your comprehensive plan (containing educational technology components) to assess its correlation to your funding application.

As a Phase 2 LEA, the next due date for the Comprehensive Plan is 11/30/2016. For any questions regarding the implementation and/or modification of the comprehensive plan, please contact either Dara Kline (darak@cciu.org) at Chester County IU 24 or the Comprehensive Planning Support Team (paplanning@caiu.org or 717-732-8403). Should you have questions or concerns related to Comprehensive Planning, please contact the Division of Planning at 717-346-8048.
We look forward to working with you.

Sincerely yours,

Bob Staver | Chief
Division of Planning
Bureau of Teaching and Learning
Pennsylvania Department of Education
333 Market Street, 3rd Floor
Harrisburg, Pa 17126-0333
(717) 783-6583
rstaver@pa.gov

Evaluation Appendix

Live Class Observation Form

Teacher:_____ **Observer:** _____

Date Watched: _____**Topic:** _____

# of Students: _____ **Live or Recorded:** _____

Assessment

Question	Response	Comment
Did they use a pre-assessment to determine specifically what student's needs were and what to teach?	-	
Did they conclude with a post-assessment?		
Monitors student's understanding of content		

Classroom Environment

Question	Response	Comment
Did they assign and remove participant privileges appropriately?		
Did they prompt users to use the emoticons and/or polling?		
Establishes/maintains positive rapport with students		
Gives encouragement and positive feedback		
Is interactive and engaging		
Classroom management is evident		

Instruction/Planning

Question	Response	Comment
Hook engages and encourages participation		
Was the instruction and pacing appropriate for the intended purpose of the session?		
Teaching methods and learning activities are appropriate		
Goals and/or objectives are clearly defined		
Content is accurate and understandable		
Uses time effectively		
Instructions are clear and understandable		
Students are engages in learning		

What went particularly well in this lesson? Describe the teacher's strengths.

What strategies were used to meet individual students needs? If nothing was used, what suggestions can be given to help he/she achieve this goal next time?

What areas of the lesson can be improved? Describe any other areas the teacher can work on improving for delivering lessons through live class.

Additional Comments:

Teacher's Signature **Supervisor's Signature**

Walk Through Feedback Form for 21st Century Cyber Charter School

Teacher-_____ Date- _____
Time- _____ Location-_____
Observer-_____

The students were....	**The teacher was....**
o Listening to the teacher o On task in rigorous work o Using technology o Answering rote or knowledge level questions o Answering higher order questions o Working in groups o Self-directed o Presenting to the class o Other _____ _____	o Specifying expectations o Lecturing o Helping individual students o Facilitating small groups o Demonstrating or modeling a task o Reading to students o Using multiple questioning and techniques o Asking higher order questions o Asking knowledge level or procedural questions o Using wait time effectively o Giving direct instruction o Other _____ _____
Evidence of school-wide expectations:	**Evidence of positive climate:**
o Objectives clearly stated o Common Core standards are evident o Critical thinking skills used o Use of writing rubric o Differentiation of instruction o Effective use of co-teaching o Students working collaboratively	o High expectations for all o Appropriate student praise o Specific constructive feedback on students' responses and work o Equitable, consistent application of rules and procedures o Effective time management o Real world connections o Review of previous material/content

Comments-

Evidence for Self Evaluation of

[redacted]

Final Evidence

School Year 2013-2014

CP1 – Plans with knowledge of content and delivery styles

Lesson	
Hook (create immediate interest) ***3-5 minutes***	**Pre-class student activity: Students will observe a given quantity of lunchmeat, cheese, and bread. Given a recipe for the sandwich, they will have to determine which of the ingredients from this given quantity will prohibit more sandwiches from being made.** **Hook: Limiting Reactant simulation.**
Explanation/ Mini-Lesson (teacher presenting material) ***15- minutes***	***First Activity*: Students will transfer their knowledge of the sandwich example to the simulation.** ***Second Activity*: Teacher will present mole-mole and mole-mass stoichiometry problems.** ***Third Activity*: Students will work in small groups to solve mole-mole and mole-mass problems.**

CP2 – Demonstrates a clear understanding of the curriculum/standards

- How can the class be improved for the future? (You must provide a suggestion.) This class can be improved in the future by having class notes for each live class. When Mr. [redacted] did this I found it very helpful, and I think it should made into an every live class type of thing.

Please share any comments that you may have.

11. I was very pleased with this class, and felt i learned everything I needed to. It was very helpful when my teacher held work sessions, because you got to work with other students,who could help you to understand the project or the lesson.

Please share any comments that you may have.

21. Having the WS throughout this course really helped me to understand the material. I feel that without them, I wouldn't be passing. Mr. R really helped during these WS and clearly explained the material. Also, he was very patient with BBC's glitches and our lack of Chem knowledge. Thanks!

CP3 – Makes Real World Connections

Why Does Bacon Smell So Good? - Reactions
160,714 views 5 days ago

How Smartphones Keep You Awake - Reactions
17,984 views 1 week ago

4 Chemistry Life Hacks for Everyday Problems - ...
22,133 views 2 weeks ago

4 Amazing Science Facts about Motherhood - ...
3,203 views 3 weeks ago

Inside the Game of Thrones Poison, the Strangler - ...
16,130 views 1 month ago

Raychelle Burks on Poisons, Medicine, and ...
1,068 views 1 month ago

The Science of Caffeine: The World's Most Popular ...
182,616 views 1 month ago

Why Do We Get Allergies? - Reactions
13,328 views 1 month ago

Here Are a Bunch of Chemistry Jokes - ...
49,138 views 2 months ago

Real-World Video connections from the American Chemical Society that I use in class.

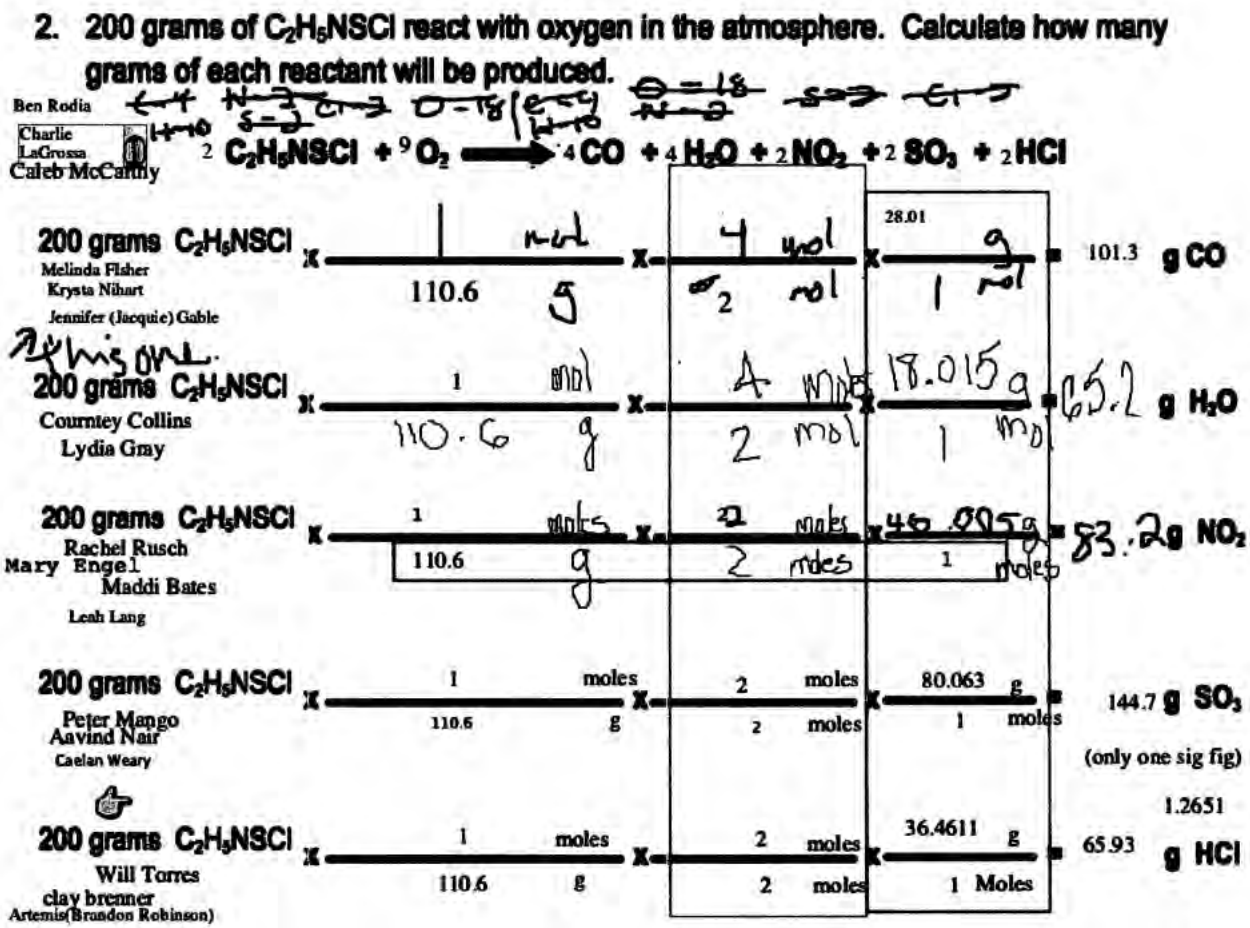
IN1 – Uses higher order thinking skills

Neutralization Reactions

- A neutralization reaction is a reaction that occurs when a solution of a strong acid is mixed with the solution of a strong base in which their hydronium ions and hydroxide ions are equal.
  - Neutral solutions will not usually occur when a weak acid and base react in solution.
    - Why do you think this is so? What role does ionization play in this phenomenon?

Use of higher order Questions in LC.

IN2 – Encourages student collaboration



Student collaboration and their identification of their problems they worked on in WS

IN3 – Utilizes available technology

- Example of feedback from sharing my knowledge of the Ipad with another teacher.

Thanks Joe! : 21CCCS

Reply | Reply All | Forward | Unsend | History | Print | Delete | Copy | Find | Next Unread | Previous in Thread | Next in Thread | Up One Level | Help

From: [redacted]

Subject: Thanks Joe!

To: [redacted]

January 31, 2014 10:16:24 AM

Hey Joe,
Just wanted to thank you again for helping with the iPad on Tuesday and showing me how to connect it to my computer for my Live Classes that day. Also, thanks so much for rescuing me during my Live Class when it wasn't working again!

[redacted]
Middle School Math
[redacted]

6th Grade VO
Evening Virtual Office

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100%

IN4 – Engaging Instruction (maintains a high rate of attendance)

21. Please share any comments that you may have.

Chemistry is a difficult subject to grasp. Much of the classmates I have talked with all agree with me. Although my teacher did try his best to educate us, we were often very confused. I feel that it may partly have something to do with the course itself, as the lessons themselves were often confusing as well. But I do feel that Mr. Reinard himself is a fine teacher.

21. Please share any comments that you may have.

Having the WS throughout this course really helped me to understand the material. I feel that without them, I wouldn't be passing. Mr. R really helped during these WS and clearly explained the material. Also, he was very patient with BBC's glitches and our lack of Chem knowledge. Thanks!

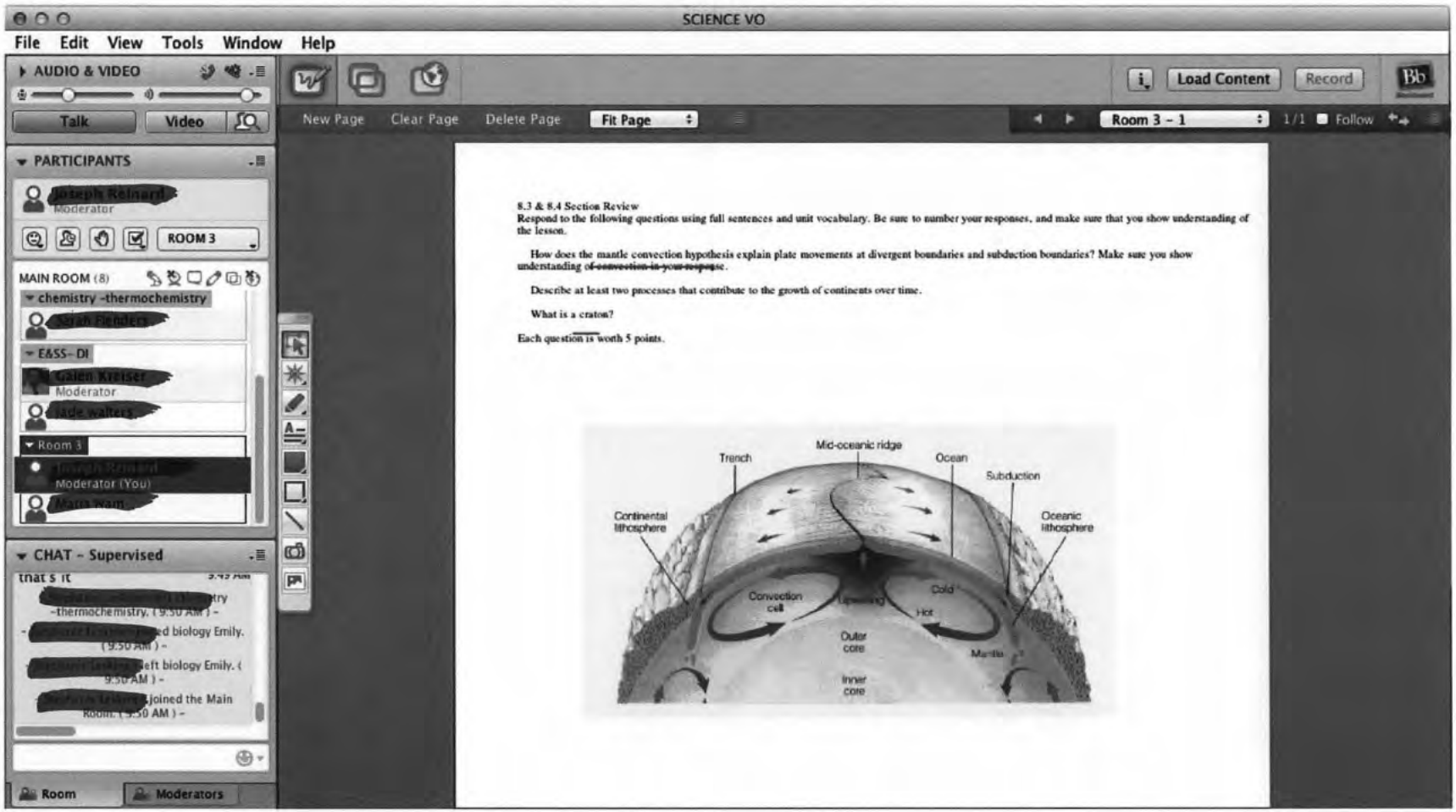
IN5 Maintains high quality content course(s)

- How can the class be improved for the future? (You must provide a suggestion.) This class can be improved in the future by having class notes for each live class. When [redacted] did this I found it very helpful, and I think it should made into an every live class type of thing.

Please share any comments that you may have.

?1. I was very pleased with this class, and felt i learned everything I needed to. It was very helpful when my teacher held work sessions, because you got to work with other students,who could help you to understand the project or the lesson.

IN6 – Constructive learning environment

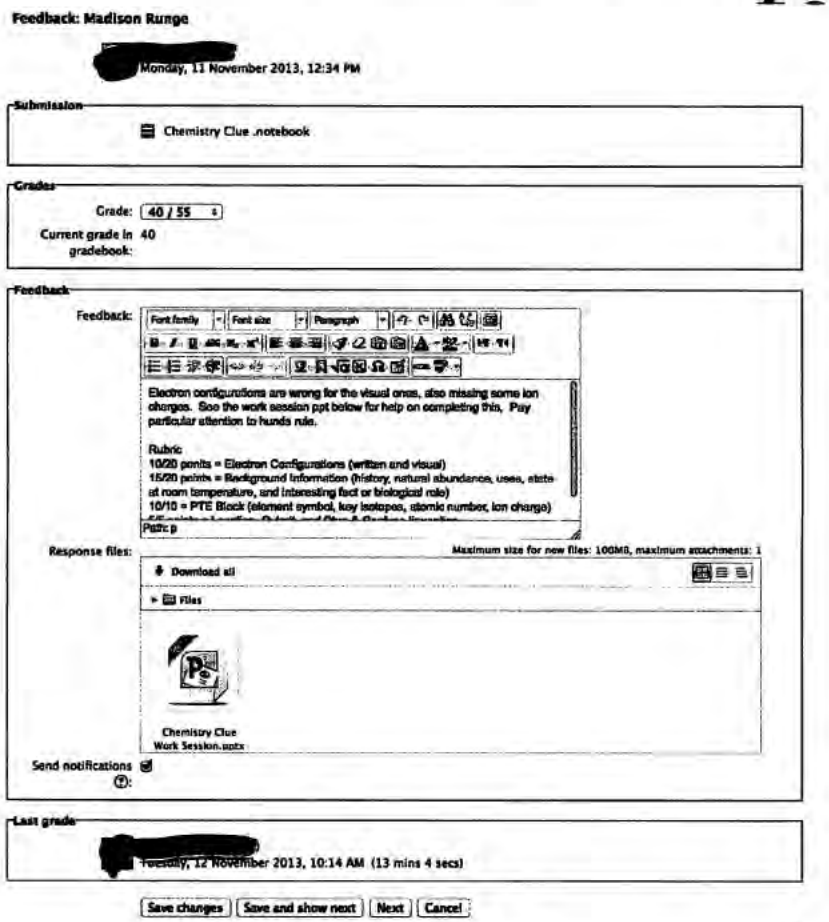


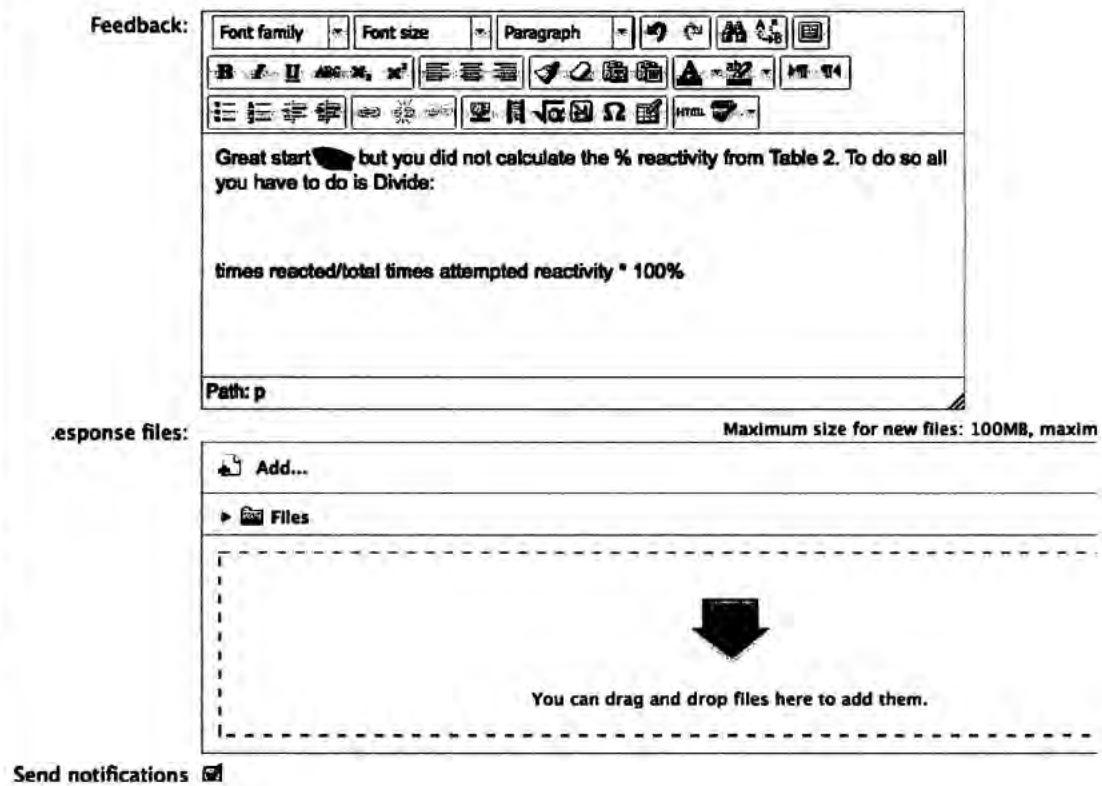
AS1 – Uses various types of assessment (diagnostic, summative, formative)

Chemistry CDT:

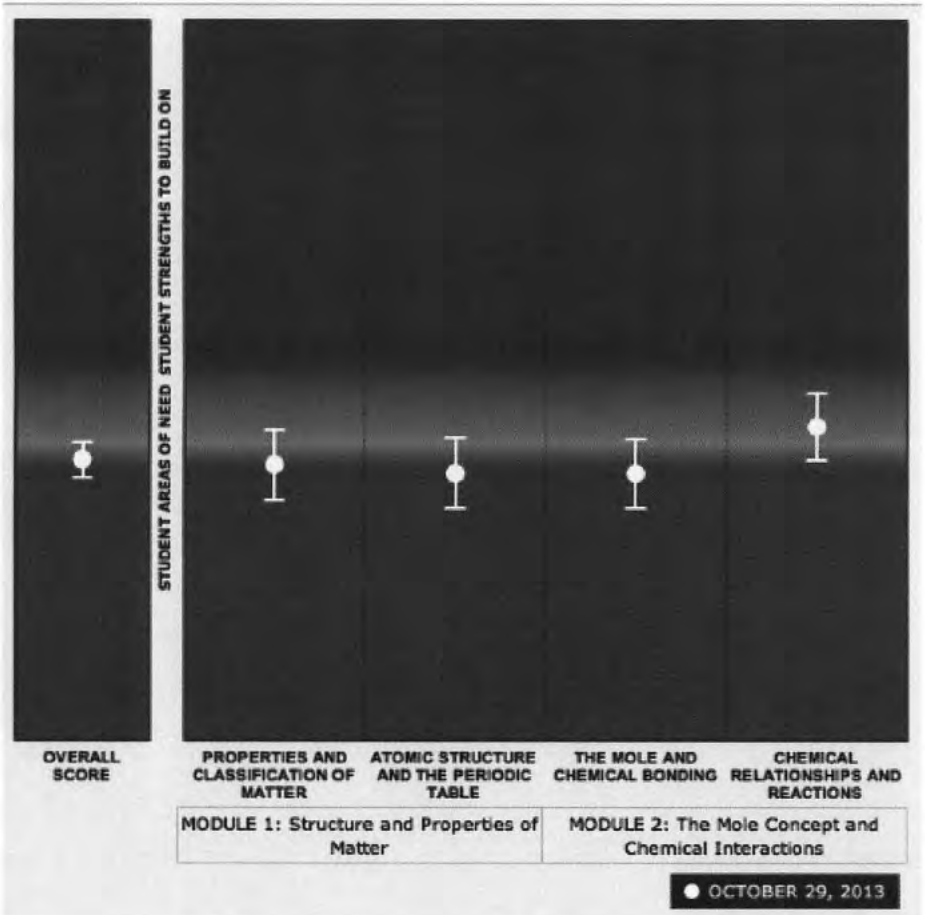
- Thank you for completion of the Chemistry CDT. Your successful completion of this assessment will allow me to more precisely meet your academic needs in this course.

AS2 – Provides meaningful, timely feedback





AS3 Uses data to plan interventions



Student Achievement, Attendance, and Communication

- The following standards are demonstrated by calculated rates via [redacted]:
  - SAC1 – Mastery Rates
  - SAC2 – Pass Rates
  - SAC3 - Improvement in Benchmark scores
  - SAC4 – P4SL Attendance

SAC5 – Constructive contact with p4SL

Assignments : 21CCCS

Reply | Reply All | Forward | Unsend | History | Print | Delete | Copy | Find | Next Unread | Previous in Thread | Next in Thread | Up One Level | Help

From: [redacted]

March 1, 2014 9:32:45 AM

Subject: Assignments

To: [redacted]

Attachments: Attach0.html (3K)

Mr[redacted],

First I would like to say thank you for the phone call. [redacted] was very thankful that you took the time out to call me. He said "It seems like I am his only student, does he call all the parents I wonder". He really appreciates how you work with and help him. Not sure if you know this or if I am making you uncomfortable by saying, this but right now you are the only influence on him as far as 21st goes. He has had his doubts as to whether he can do this online thing quite often, but you always somehow seem to be able to help him get pass his doubts. He has seen at the report that comes in the mail. We have discussed your concerns and he listened to the voicemail also. He says he was aware and that he had every intention on working on those courses this weekend. I left my phone home yesterday, so I was not able to communicate with you yesterday. This email is to serve two purposes: one to say thank you for helping my son and, the other to inform you that we got your phone call and he is working on his assignments as you two have discussed. Have a great weekend.

[redacted]

Disclaimer:
This email may contain confidential and/or privileged information. If you are not the intended recipient, please notify the sender and delete this email immediately. Any unauthorized copying, disclosure or distribution of material in this email is strictly forbidden.

SAC5 – Constructive contact with p4SL

Plan for Action : 21CCCS

Reply | Reply All | Forward | Unsend | History | Print | Delete | Copy | Find | Next Unread | Previous in Thread | Next in Thread | Up One Level | Help

From: [redacted]

May 28, 2014 3:43:12 PM

Subject: Plan for Action

To: [redacted]

Cc: [redacted]

1. Complete Chemistry by tomorrow at 8am

2. 8:01 - Begin Psychology

3. 9:00 - Complete psychology (review on Monday to make sure hes up - 80pts)

4. Between 9am and 4pm 100pts in Precalc.

5. By 12pm Friday 100pts in Precalc

6. 12pm-4pm 50 pts in Precalc

7. Precalc complete by Monday at 12pm - 141 pts

8. 60pts in History by 4pm

9. Tuesday 12pm 100pts in History

10. Tuesday at 4pm he had a total of 240pts in History

11. Wednesday 60pts by noon, additional 60 by 4pm .

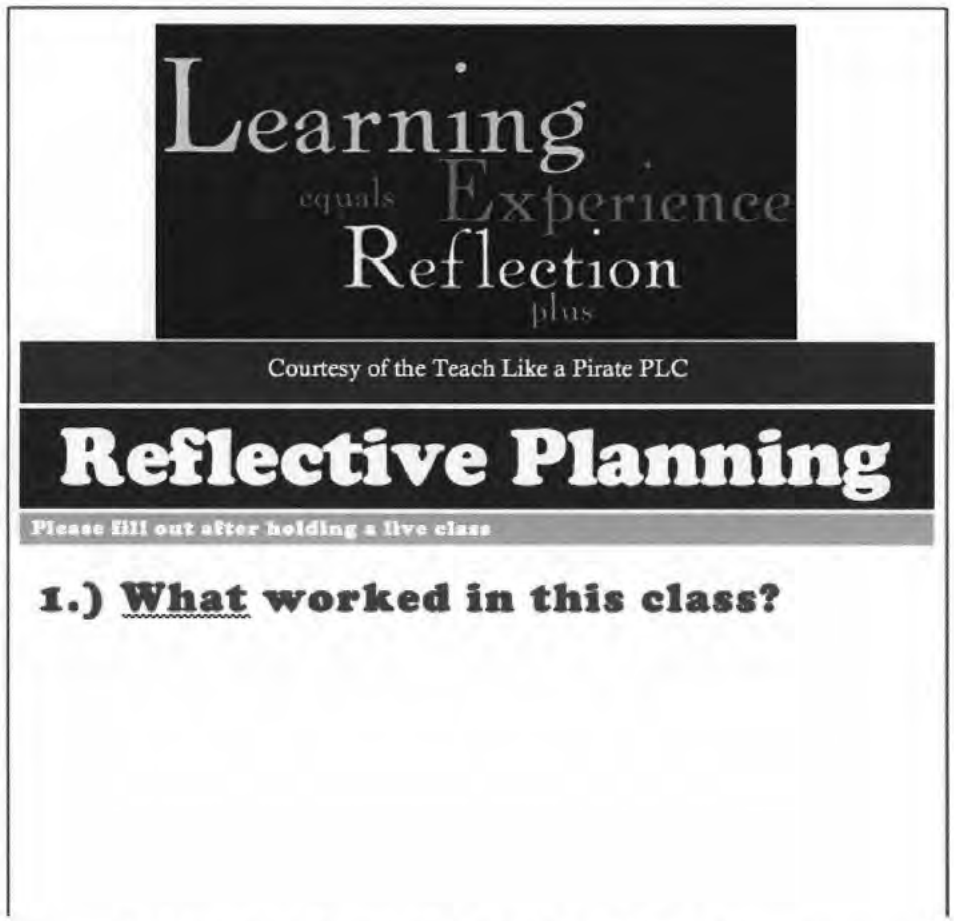
12. Thursday 60pts by noon, additional 60 by 4pm .

He needs exactly 489pts in American History by 12pm Thursday June 5th

[redacted]
21st Century Cyber Charter School
805 Springdale Drive
[redacted] Pa. 19341
[redacted]

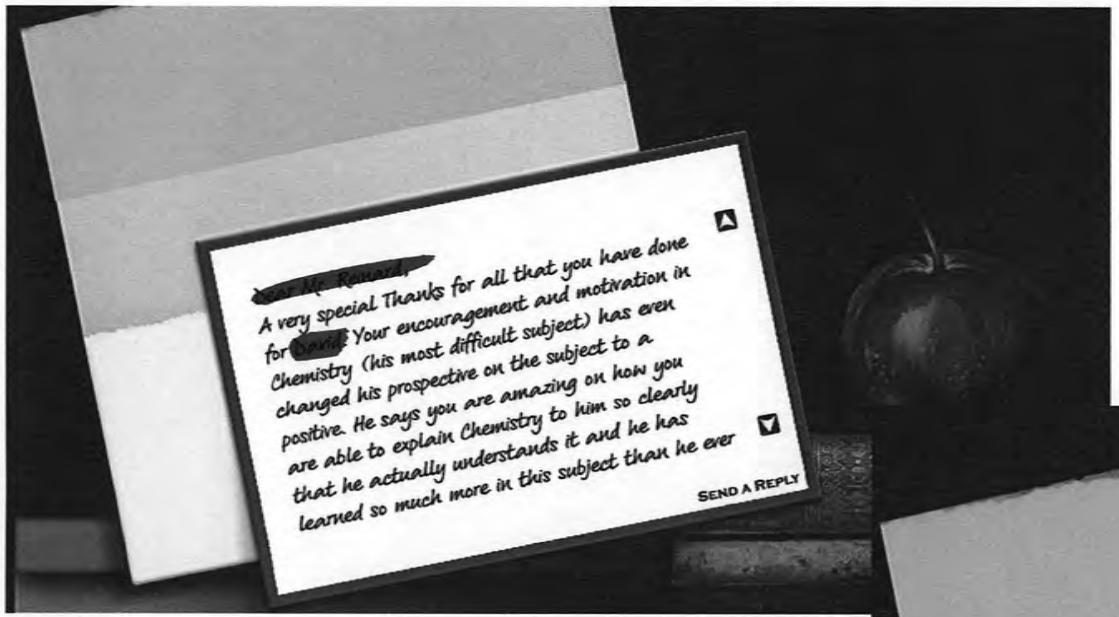
11th Grade Cohort VO -
https://sas.elluminate.com/site/external/launch/meeting.jnlp?sid=2011498&password=M.BB1C77E7920F2FEF8CECE1706D64C1

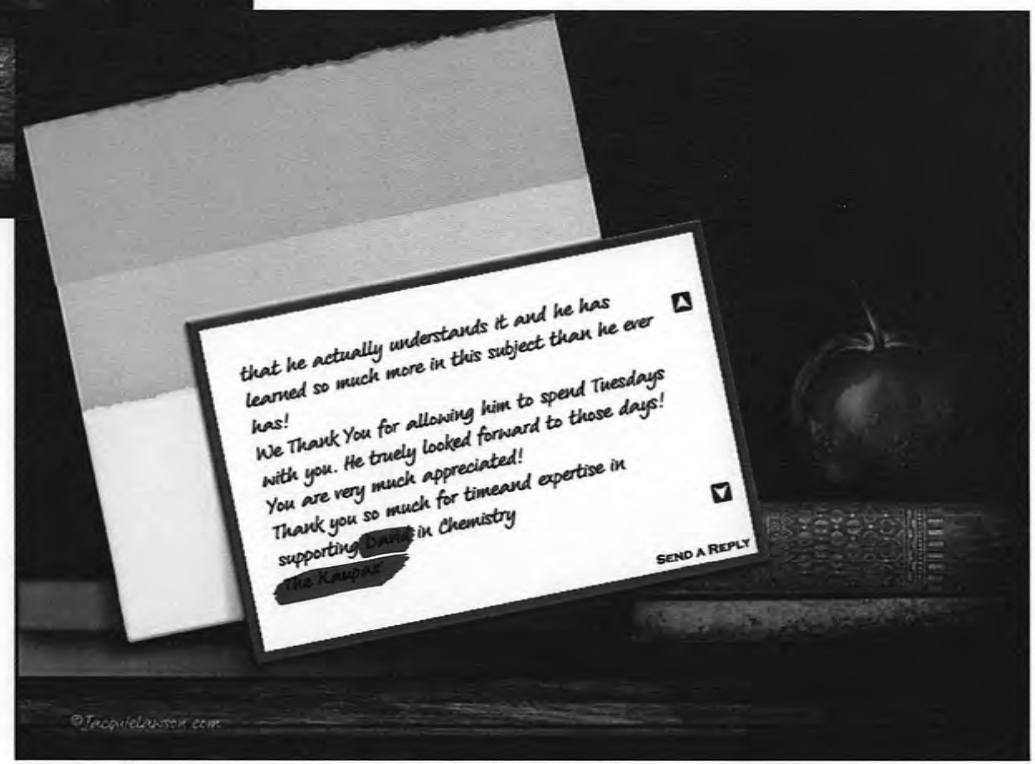
PGP1 – Grows through participation in professional learning opportunities



Document created in the PLP group

PGP2 – Customer Service





PGP3 - Supports school's vision and mission

Plan for Action : 21CCCS

Reply | Reply All | Forward | Unsend | History | Print | Delete | Copy | Find | Next Unread | Previous in Thread | Next in Thread | Up One Level | Help

From: [redacted]

Subject: [redacted]

To: [redacted]

Cc: [redacted]

May 28, 2014 3:43:12 PM

1. Complete Chemistry by tomorrow at 8am
2. 8:01 - Begin Psychology
3. 9:00 - Complete psychology (review on Monday to make sure hes up - 80pts)
4. Between 9am and 4pm 100pts in Precalc.
5. By 12pm Friday 100pts in Precalc
6. 12pm-4pm 50 pts in Precalc
7. Precalc complete by Monday at 12pm - 141 pts
8. 60pts in History by 4pm

Thanks everyone for meeting today! Below is an email with a reminder of our different jobs. Check in with any of us if you have any questions :)

Krisi- decorating committee
Chele- logistics, code of conduct
Shantz- advertising and ticketing

Pre prom responsibilities-
Advertising, ticketing, sales (with Shantz)
Pei, John W, Emily S

Decorating and gifts (with Krisi)
Judy and Terri

Photo backdrop-
Mike M, Mich, Cindy, Jamie

Games (with Krisi)
Joe R, Brian, Kennelley

LBB1C77E7920F2FEF8CECE1706D64C1

PGP4 – Collaboration with peers

Thank you! : 21CCCS

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From: [redacted]

Subject: Thank you!

To: [redacted]

May 23, 2014 3:36:11 PM

Hi [redacted]

Thanks for all of your help with [redacted] in Chemistry. You've been a fabulous resource for him this year and have made chemistry apply to his real life. You never hesitate to drop everything when he comes to the office so you can sit with him and walk him through the work. He's not a huge fan of science but you've been able to connect the content to his love of firefighting.

He's excited for the research paper this quarter and has already told me so much about fire extinguishers...more than I ever thought I would know!

Thanks again for your help!

[redacted]

[redacted]

English Teacher

21st Century Cyber Charter School

[redacted]

7th Grade Virtual Office

Cohort 9 Virtual Office

English Dept. Virtual Office

Evening Virtual Office

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100%

Knowledge of Organization

5/19/15 3:51 PM

Through out this semester I have volunteered my time at Science Day

I also volunteered to work the later shift for the ribbon cutting ceremony

Asked to prepare packets, pencils, water bottles, etc for testing (evidence and referred to in other sections of evaluation)

Was in the golf outing team in order to raise money for student scholarships

Am a point of contact for some perspective families ([redacted] friends and [redacted] friends who may join next year)

From: Brittany Trotter April 30, 2015 1:34:41 PM

Subject: Open houses

To: [redacted]

Mrs [redacted]

As promised I found out where the open houses information is posted! It is on our main school site. Here is the link : http://21cccs.org/open-houses/
Do not hesitate to ask me if you have any other questions :) Have a great day!

Brittany Trotter
Teaching Assistant - American History II
Direct: 484-875-5422
Fax: 484-875-5404

New Message | New Event | New Task | Reply | Reply Sender | Forward | History | Print | Delete | Next Unread

Event | Participants | Repeat

You are invited to the following event by: Galen Kreiser

Description: Golf outing review

Location:

Category:

Color:

Starts at: May 13, 2015 2:00 PM

Duration: 1/2 Hour

Ends at: May 13, 2015 2:30 PM

All day event

Show as: Busy

My reminders

None

Time before event: At Time of Event

Time zone: (GMT-5:00) Eastern Time

Visibility: Normal

This field controls which users can view this event

Icon:

My status: Accepted

Accept | Tentative | Decline

Let's meet to do a final wrap-up of the golf outing event. What worked well? What should we change for future events? How much did we make?
Let's make the 5th annual an even better one.


21st Century
BRITTANY TROTTER
Photos of You
in 2015 Ribbon Cutting Ceremony
Tag Photo
Options
Share
Sen


Do You Investigate
World Around You?

Knowledge of Policies and Procedures

5/19/15 3:51 PM

I had morning meeting everyday with my kids letting them know important information for classes, school changes, and events

Checked in with other teachers homerooms while they were out

Shared great infographic website on roundtable for other teachers to use to help kids see information rather than read it.

From: Brittany Trotter May 15, 2015 10:19:33 AM

Subject: HR

To: Katie MacLuckie

Hey!

Just wanted to let you know I checked in with your HR. I went over Keystones, early dismissal next week, no evening VO, pink slips, and gave them the HS link for next week. There was a lot of info to share so they are good to go :)

Brittany Trotter

From: Brittany Trotter May 15, 2015 8:56:32 AM

Subject: Really cool Infographic Website!

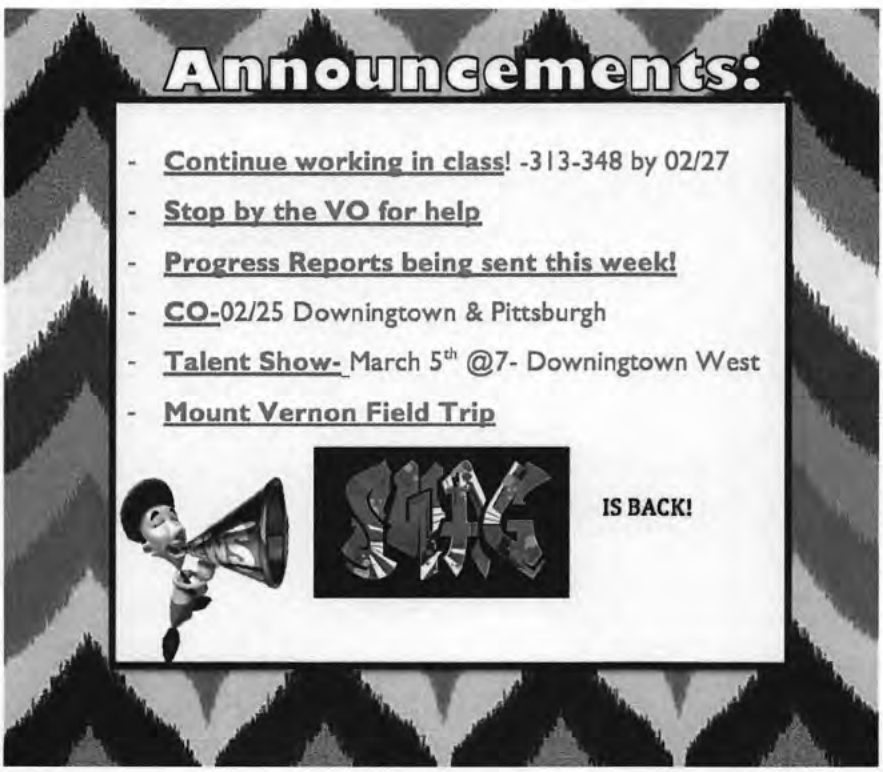
To: Roundtable

Attachments: Screen Shot 2015-05-15 at 8.55.08 AM.png / Portable Network Graphics image (229K)

I found a really cool and user friendly website for making infographics. My students seem to really like them! I attached a screenshot of the one I made with some reminders for next week while I am out testing. Hope you all find it as helpful as I did!

https://magic.piktochart.com/users/sign_up

Brittany Trotter
Teaching Assistant - American History II
Direct: 484-875-5422
Fax: 484-875-5404



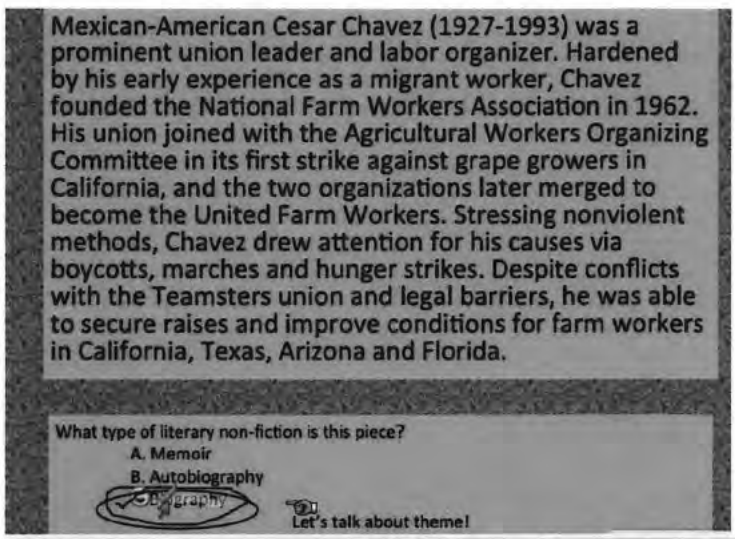
Professional Growth & Development

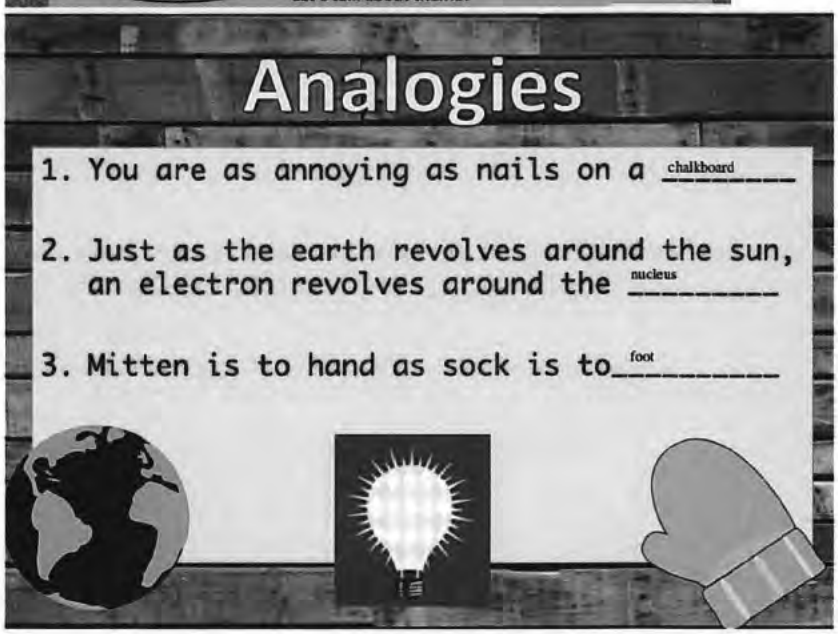
5/19/15 3:51 PM

Took part in every PD day

Attended 9th grade cohort meetings, Social Studies department meetings, and TA Meetings.

Implemented Keystone skills into my classroom and made an extra credit assignment for students to go over information again after class





Economics Extra Credit — Title

4/7/15 2:10 PM — Created

Directions:

- Answer each skill question in full sentences
- For each skill Questions 2 and 3 need to be answered sufficiently *more than one or two sentences*
- There are 7 skills total (one per class for Q4)
- You will be required to either get the class information from live class or by watching the recording

35 points total- 5 points per skill

Remember I am always available to answer questions ☺

Directions | Class 1 | Class 2 | Class 3 | Class 4 | Class 5

Customer Service

5/19/15 3:51 PM

Organized 9th grade SWAG for Q3-got all info from teachers, got all items, made advertisement for students, packed, and shipped items

Super Secret Meeting of Awesomeness (AKA PSSA/Keysone game team)

- Worked as a group with Mark D., Emily C., and Ben D. to create games for students to play during PSSA and Keystone testing

Worked with Eileen over spring break to make packets, fill water bottles with candy, and organize each testing packet for every student at each testing site.

Reply | Reply All | Forward | Unsend | History | Print | Delete | Copy | Find | Next Unread | Previous in Thread | Next in Thread | Up One Level | Help

From: Kylene Ball — April 7, 2015 3:24:52 PM

Subject: Epic Awesome Testing Team

To: Emily Cloetingh, Ben Dutcher, Brittany Trotter, Mark Dickinson

I just wanted to thank you for all your hard work to make testing fun! You all bring such a positive influence into our school everyday! I am so proud to have you as members of our team!

Also, another staff member just came into my office to tell me how great the fun team is and how thankful she is for all the work you are doing and what a wonderful idea it is to make testing fun!

Thanks for rocking it!

Kylene Ball
Director of Education
21st Century Cyber Charter School
kball@21cccs.org
484-875-5414

21st CENTURY CYBER CHARTER SCHOOL

From: Brittany Trotter — April 9, 2015 2:56:59 PM

Subject: Swag for 9th grade

To: Megan Stellfox

Hey Megan!

I put all the stuff in SIS. The comment is "Q3 Swag 2015" Thanks so much :) Let me know if you have any questions!

Brittany Trotter
Teaching Assistant - American History II
Direct: 484-875-5422
Fax: 484-875-5404

From: Brittany Trotter — March 24, 2015 2:52:34 PM

Subject: passing and A's

To: 9th grade Cohort

Hey,

Can you guys send me names of your P4SLs who passed/got A's in all classes for Q3. Just a list of each will do :). Thanks!

Brittany Trotter
Teaching Assistant - American History II
Direct: 484-875-5422
Fax: 484-875-5404

Work Ethic/Attendance

5/19/15 3:51 PM

Put together each PSSA testing bin with packets, cards, water bottles, colored pencils, cup tower game, ring pops, and teacher bingo

Helped Sanna fill each Keystone bin with scratch paper, erasers, pencils, highlighters, baggies for phones, and mints. Also, cleaned out each PSSA bin and filled it with aforementioned items from PSSAs.

I do not have any evidence for me putting together the packets or for the Keystone bins. However, you can ask Eileen or Sanna and they would let you know that I did spend a lot of time prepping these things in order to make PSSA and Keystone testing a success.

Leadership, Initiative, & Responsibility

5/19/15 3:51 PM

Continued to teach economics while continuing TA duties

Also, I was responsible for grading gov't, econ credit recovery, gov't credit recovery, and partnership courses

Had DI every Tuesday @10

Graded assignments in 48 hour period

Gave students a lot of feedback for assignments to help explain concepts more or to point out something awesome they did!

Used Facebook and Twitter consistently posting pictures from 21cccs, encouraging pictures, or fun educational information

Grade

Grade

Grade out of 25 25

Current grade in gradebook –

Grading student 2 out of 5

Feedback comments

Paragraph

Font family Font size

[redacted], nice job. However, when the girls do not want their high-waisted shorts anymore the store will put them on super clearance to get rid of them. Think about a time where you went in a store during the summer and there was really cute tank top you like and it was $40. Then you go back at the end of September/beginning of October and it is on a clearance rack for $12.95. This is an example of the store getting rid of the product that is not in demand (because it isn't in season) and they are trying to get rid of it for next season's clothes. Hope this helped explain a little more :)

Path: p

Notify students Yes

Grade

Grade

Grade out of 20 20

Current grade in gradebook –

Feedback comments

Paragraph

Font family Font size

Nice job [redacted] That is a lot of bread :) ! Very nice example thought. When prices are lower or stores have a super sale customers are going to buy more! Also, stores will have a super sale, such as the bread sale, to just bring customers to the store in hope that they will do their entire

21st CENTURY
CYBER CHARTER SCHOOL

'rotter

nd videos

TWEETS 34 | FOLLOWING 56 | FOLLOWERS 42 | FAVORITES 29

Edit profile

Tweets Tweets & replies Photos & videos

Brittany Trotter @Btrotter21cccs · 10h

If we ever make it home...@21CyberSchool @Dickinson21cccs #cyberstuck #cyberstrong

Who to follow · Refresh · View all

edReformer @edReformer Follow

EdTechFam @EdTechFam Followed by Kylene Ball and... Follow

NACSA @QualityCharters Followed by Kylene Ball and... Follow

Find friends

Trends · Change

#ItsMillerTime
Friends + Beer + Good Times = #ItsMillerTime pics. Share 'em all day
Promoted by Miller Lite

Josh Duggar
Josh Duggar Responds to Child Molestation Claims: 'I Acted Inexcusa...

ect: Appreciation!

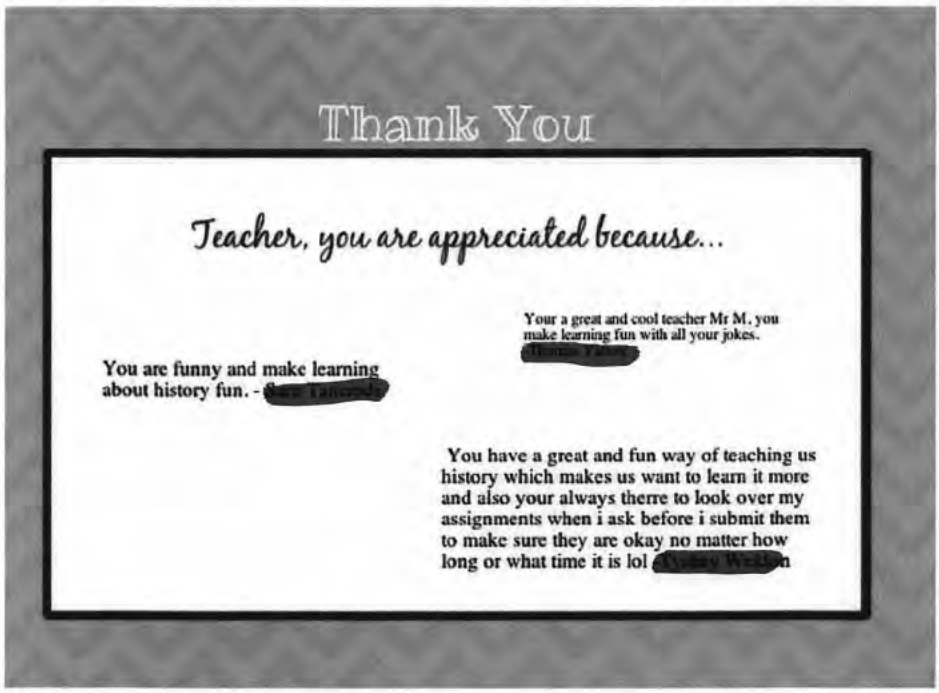
Joe Michener

/19/15 3:51 PM

my kids fill these out for each of the awesome 9th grade teachers :) Just to show you are appreciated for all the hard work you do!

students.

was able to



any Trotter

smooth for the students.

merican History II (to include Path/CR/Partnership).

ɜpare the live classes, which Matt will also co-teach. Laura can do DI as well.

re are issues with families or students concerned about prior grades. If that is the case, I will likely ask you all to regrade the but lets see how it goes.

e replace the info in the course with your photos and contact info. The sooner the better! If you need to reschedule work sessions,

; a wonderful team and so GREAT for the kids. I am lucky to work with such a professional team. (Yes, you can print this for your

ɯ-Wed at least, as most of you will, but email or text if you need me.

From: Ben Dutcher **May 5, 2015 8:37:14 AM**

Subject: Tee Times/Outing Info

To: Kylene Ball, Katie MacLuckie, Steve Galette, Ben Dutcher, Laura Elder, Joe Michener, Brittany Trotter, Dianne Zaayenga, Brian Petters, Thomas Dolan

Cc: Galen Kreiser

Hello everyone!

I wanted to give you all a heads up on the groupings and tee times for this weekend. Your groups and tee times are listed below, so start spreading the word to your group to try to be at the course at least 15-20 minutes before your scheduled tee time. We will all be teeing off from #1. The groups that start and finish first will be able to hang out in our VIP only tent and relax until the rest of the groups come in. Dinner will be served around 6.

You can also pass on that the address for the course is...
Kimberton Golf Club
162 Ridge Road
Phoenixville, PA 19460

Here is a link to a driving range that is right down the street if you're interested in hitting balls first:
http://www.yelp.com/biz/ralphies-driving-range-phoenixville

Tee Times	Group
12:01	Kylene (3+1)
12:10	Katie Mac Foursome
12:19	Gallette Foursome
12:28	Dutcher Foursome
12:37	Fran, Gary Mich (3)
12:46	TJ/Brit Dianne Z (2)
12:55	Garrett Bill Foursome

Spring into Government!

5/19/15 3:51 PM

Announcements:

Welcome to U.S. Government.

keep a steady pace in the class and to seek help in the Social Studies Virtual Office if you need assistance.

- There will be no live classes

Work Sessions

Work Sessions for Government Credit Recovery will be held on Wednesdays @ 5:00 in the Evening VO and again on Thursdays @ 2:00 in the Social Studies VO. The same topic will be covered in both sessions.

ɔportunities for government credit
ɔre help on assignments

economic students (Wednesdays at 11
)

in my economics class- 1) the Keystone
ɜnt event articles based on what
this semester.