

Program of Instruction Amendment Request

Charterholder Info

Charter Holder

Name:
AIBT Non-Profit Charter High School, Inc. - Phoenix

CTDS:
07-87-93-000

Mailing Address:
6049 N. 43rd Ave.
Suite 200
Phoenix, AZ 85019
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Representative

Name:
Steven Durand

Phone Number:
480-621-3365

Downloads

 [Download all files](#)

Description of changes

Change From:

AIBT, Inc./RCB Medical Arts Academy had a program of instruction that was based on a tradition model serving all students utilizing a computer lab learning environment.

Change To:

AIBT, Inc./RCB Medical Arts Academy will utilize a teacher directed computerized content delivery system (CDS) and blended learning instructional program to meet the needs of the predominantly alternative student population served.

Attachments

Board Minutes —  [Download File](#)

Narrative that describes 1) the change, to include rationale and background and 2) how the program of instruction change will support the educational philosophy and target population served. —  [Download File](#)

Performance Management Plan Narrative —  [Download File](#)

Additional Information*

No documents were uploaded.

Signature

Charter Representative Signature
Steven Durand 03/17/2014

**RCB Medical Arts Academy
Minutes of the Governing Board Meeting**

The RCB Medical Arts Academy Governing Board convened a regular board meeting March 15, 2014 at 2:00 pm, in the RCB Medical Arts Academy Commons at 6049 N. 43rd Ave., Phoenix, AZ, 85019.

Item A. Call to Order
Mr. Durand called the meeting to order at 2:02 p.m.

Item B. Welcome and Introductions.

Board Members

Present: Steven F. Durand (phone)
Lee Wheeler
Cynthia Worrell (phone)
Randall Babick (phone)
Christol Mosley (phone)

William J. Dines could not attend.

Public: Jeff Sawner (phone)

Mr. Durand welcomed the board members.

Item C. Approval of Agenda

Ms. Worrell motioned the Governing Board approve the agenda as presented. Seconded by Mr. Babick. Motion passed.

Item D. Current Events.

Mr. Durand informed the board that the school is doing well and preparations for the Math AIMS test are in progress.

Item E. Study and Voting Session.

1. Review and consider approving a change in the program of instruction for RCB Medical Arts Academy to better serve an alternative student population. If approved the school intends to serve students in one or more of the following categories that reflect an alternative school.
 - a. Students who have a documented history of disruptive behavior issues.
 - b. Students who have dropped out of school and are now returning.
 - c. Students in poor academic standing as demonstrated by being at least one year behind on grade level performance or academic credits.
 - d. Students who are primary caregivers or are financially responsible for dependents and, therefore, may require a flexible school schedule.
 - e. Students who are adjudicated.
 - f. Students who are wards of the state and are in need of an alternative school setting.
 - g. Students choosing to attend a blended learning environment.

Mr. Durand motioned that the board approve changing the Program of Instruction for AIBT/RCB Medical Arts Academy to better align the schools mission statement as an alternative school that serves students in the following categories:

- a. Students who have a documented history of disruptive behavior issues.
- b. Students who have dropped out of school and are now returning.
- c. Students in poor academic standing as demonstrated by being at least one year behind on grade level performance or academic credits.
- d. Students who are primary caregivers or are financially responsible for dependents and, therefore, may require a flexible school schedule.
- e. Students who are adjudicated.
- f. Students who are wards of the state and are in need of an alternative school setting.
- g. Students choosing to attend a blended learning environment.

Second by Mr. Worrell. Motion passes.

Item F. Call to public. No comments from the public.

Item G. There being no further business to come before the Board, Mr. Durand motioned the Board Meeting be adjourned at 2:11 p.m. Second by Mr. Babick. Motion passed.

GOVERNING BOARD
RCB Medical Arts Academy

Amendment Request Narrative Responses

Below are brief responses to the prompts presented in the Program of Instruction Amendment Request. Please refer AIBT/RCB Medical Arts Academy's updated Program of Instruction document for a full description of how these items are addressed.

1. Describe the proposed changes to the program of instruction to include, curricula, methods of instruction, and methods of assessment.

Please refer to the Updated Program of Instruction document for full description.

AIBT/RCB Medical Arts Academy will utilize a computerized content delivery system (CDS) and blended learning instructional program to meet the needs of the predominantly alternative student population served.

Teachers providing direct instruction can use the same content as the computerized delivery system, allowing a seamless blended learning approach. Small group instruction and individualized assistance are also part of the blended learning instructional model.

AIBT/RCB Medical Arts Academy's computerized content delivery system (CDS) instructional program is formulated and delivered with a methodology that supports Response to Intervention (RTI). In order to accelerate learning for all students, the CDS will practice RTI by developing a framework for making instructional decisions based on data collected from the CDS formative and summative assessment tools. Formative assessments that provide immediate and ongoing teacher feedback are provided in each course. The CDS provides monitoring and assessment tools in the form of audit and item audit reports. These tools provide real-time assessment of student progress, participation, and performance fostering a proactive approach to each student's learning.

2. What is the rationale for the change in the program of instruction?

AIBT/RCB Medical Arts Academy has evolved to better meet the needs of the students that are seeking enrollment, thus the need to update the Program of Instruction. The typical student who enrolls at AIBT/RCB Medical Arts Academy has attended and withdrawn from at least one other school, is one year or more behind in the number of credits earned toward graduation, and has literacy and/or numeracy levels below their cohort grade level. AIBT/RCB Medical Arts Academy students generally have at least two additional significant barriers to completing their high school education, such as family history of dropping out, working full-time to provide income to family, pregnant or parenting status, substance use, gang involvement, involvement with the juvenile justice system (including wards of the state or adjudication), disruptive behavior, or other external issues.

For many students, AIBT/RCB Medical Arts Academy serves as a Credit Recovery Alternative School, specifically designed to serve over-age, under-credited students who have dropped out of high school and who, by definition, cannot graduate within the standard number of years. The blended learning

approach allows students to access the content 24/7 providing increased learning time as needed to recover credits for graduation.

3. How will the proposed changes to the program of instruction align to the mission and educational philosophy documented in the charter?

The mission statement already addresses the focus on meeting the needs of an alternative school population.

4. How do the proposed changes to the program of instruction improve pupil achievement in the target population served?

Target Population being served at AIBT/RCB Medical Arts Academy	Benefit of AIBT/RCB Medical Arts Academy Blended Learning Instruction
<input checked="" type="checkbox"/> Students who have a documented history of disruptive behavior issues.	<ul style="list-style-type: none"> - Blended learning allows for an individualized approach to limit potential disruptive interactions. - Blended learning provides needed support and coursework at the student’s level which leads to higher rates of success, positive outcomes, and increased motivation, thus. decreasing behavior issues.
<input checked="" type="checkbox"/> Students who have dropped out of school and are now returning.	<ul style="list-style-type: none"> - School culture and individualized instructional opportunities provide needed student support, such as Web-based access to teacher support beyond the regular teacher schedule. - Pre-assessments identify knowledge gaps to allow for targeted instruction. - Elective courses in core areas allow students to fill skill gaps due to high mobility. - Instructional focus on gaining skill mastery allows students to be more successful in required core coursework for graduation. - Flexible schedules provide opportunities for increased learning time to make up credit deficiencies.
<input checked="" type="checkbox"/> Students in poor academic standing as demonstrated by being at least one year behind on grade level performance or academic credits.	<ul style="list-style-type: none"> - Pre-assessments identify knowledge gaps to allow for targeted instruction. - Flexible schedules provide opportunities for increased learning time to make up credit deficiencies. - Content is accessible on-line 24/7. - Elective courses in core areas allow students to gain skill mastery so they will be more successful in required core coursework for graduation. - Teacher led support and direct instruction is provided by a highly effective instructional staff.
<input checked="" type="checkbox"/> Students who are primary care givers or are financially responsible for dependents and, therefore, may require a flexible school schedule.	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 which provides for flexible schedules. - Web-based access to teacher support beyond the regular teacher schedule.
<input checked="" type="checkbox"/> Students who are adjudicated.	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 which provides for flexible schedules. - Web-based access to teacher support beyond the regular teacher schedule. - Blended learning allows easier coordination with probation officers and counselors to align schedules and provide instructional materials as needed

	<p>to support an uninterrupted educational program while students are in secure care.</p> <ul style="list-style-type: none"> - Blended learning provides real-time academic progress data to stakeholders (as allowed by FERPA).
<p><input checked="" type="checkbox"/> Students who are wards of the state and are in need of an alternative school setting.</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 which provides for flexible schedules. - Web-based access to teacher support beyond the regular teacher schedule. - Blended learning allows easier coordination with probation officers and counselors to align schedules and provide instructional materials as needed to support an uninterrupted educational program while students are in secure care or group homes. - Blended learning provides real-time academic progress data to stakeholders (as allowed by FERPA).
<p><input checked="" type="checkbox"/> Students who are seeking blended learning environment</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 which provides for flexible schedules. - Web-based access to teacher support beyond the regular teacher schedule. - Teacher led support and direct instruction is provided by a highly effective instructional staff.
<p><input checked="" type="checkbox"/> Students seeking a <u>Credit Recovery Alternative School</u> - Specifically designed to serve over-age, under-credited students who have dropped out of high school and who, by definition, cannot graduate within the standard number of years.</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 which provides for flexible schedules. - Web-based access to teacher support beyond the regular teacher schedule. - Flexible schedules allow students to exceed the minimum state requirement of 20 hours per week of educational time to make up deficiencies. - Teacher led support and direct instruction is provided by a highly effective instructional staff.

5. Describe the timeline for implementing the program change.

Program changes outlined are currently being implemented. Ongoing program effectiveness reviews occur as part of a continuous improvement process.

A. Education Plan

A.1 Education Philosophy

AIBT Inc. /RCB Medical Arts Academy is an alternative educational resource for high school students who have not been successful in a traditional school setting. The vision for AIBT Inc. /RCB Medical Arts Academy is one of high academic achievement for all high school students within a safe learning environment while equipping students for the choices and challenges of living and working in an ever changing, fast paced, technological society. The foundational philosophy at AIBT Inc. /RCB Medical Arts Academy is that all students will improve academically by increasing instructional time and focusing instructional efforts on student needs. The school's blended learning instructional program provides the flexibility and additional time required to allow all students to be successful, especially students traditionally underserved, behind on credits, or those in need of a flexible schedule and alternative learning environment. The following is our Mission Statement (Approved by ADE spring 2012 and submitted to ASBCS on 3/11/2014).

“RCB Medical Arts Academy is a learning and mentoring community that creates a safe and alternative methods of scheduling, instructing and behavior management to help under-supported students develop their visions and goals, their academic, medical and employability skills to ensure student success in life, college and the workplace.”

Many studies have been conducted to compare blended learning models of instruction with traditional face-to-face models of instruction. The results are strongly in favor of blended learning models as a more effective method of instruction. Studies indicate improved test scores, a deeper understanding of content, and higher student satisfaction. (Tucker, 2012; Bonk and Graham, 2012; Adams, 2013).

“Blended learning provides a tailored approach with benefits from face-to-face and e-learning for delivering effective courses and programs by extending the classroom to make learning readily available anywhere and anytime. The implications regarding this research suggest that blended learning will maximize learning outcomes and impact job performance” (Adams, 2013).

AIBT Inc. /RCB Medical Arts Academy intends to make a positive difference in the lives of our students and the community by providing a high quality educational experience in a school environment that recognizes the needs of traditional and alternative students and blends technology and instruction into a teacher managed educational experience that provides each student superior opportunities for success.

A.2 Target Population

AIBT Inc. /RCB Medical Arts Academy is an alternative educational resource for high school students who have not been successful in a traditional school setting or students looking to engage in a blended learning environment. The typical student who enrolls at AIBT Inc. /RCB Medical Arts Academy has attended and withdrawn from at least one other school, is one year or more behind in the number of credits earned toward graduation, and has literacy and/or numeracy levels below their cohort grade level. AIBT Inc. /RCB Medical Arts Academy students generally have at least two additional significant barriers to completing their high school education, such as family history of dropping out, working full-time to provide income to family, pregnant or parenting status, substance use, gang involvement, involvement with the juvenile justice system (including wards of the state or adjudication), disruptive behavior, or other external issues.

AIBT Inc. /RCB Medical Arts Academy has evolved over the last decade to better meet the needs of the students who are seeking enrollment, thus, the need to update the Program of Instruction. For many students, AIBT Inc. /RCB Medical Arts Academy serves as a Credit Recovery Alternative School, specifically designed to serve over-age, under-credited students who have dropped out of high school and who, by definition, cannot graduate within the standard number of years. The blended learning approach appeals to a wide range of students by allowing students to access the content 24/7. By providing increased access to learning time students can accelerate/recover credits needed for graduation or increase the number of hours of remediation.

Although the student teacher ratio is approximately 35 to 1, small group instruction and individualized targeted skill support are part of the instruction provided to students.

The table below identifies the target populations and how the program of instruction will provide an opportunity for increased student achievement for each group of students.

Target Population being served at AIBT Inc. /RCB Medical Arts Academy	Benefit of AIBT Inc. /RCB Medical Arts Academy Blended Learning Instruction
<input checked="" type="checkbox"/> Students who have a documented history of disruptive behavior issues.	- Blended learning allows for individualized approach to limit potential disruptive interactions. - Blended learning provides needed support and coursework at the students level which leads to higher rates of student success, positive outcomes, and increased motivation, decreasing behavior issues.
<input checked="" type="checkbox"/> Students who have dropped out of school and are now returning.	- School culture and individualized instructional opportunities provide needed student support, such as Web-based access to teacher support beyond the regular teacher schedule. - Pre-assessments identify knowledge gaps to allow for targeted instruction.

	<ul style="list-style-type: none"> - Elective courses in core areas allow students to fill skill gaps due to high mobility. - Instructional focus on gaining skill mastery allows students to be more successful in required core coursework for graduation. - Flexible schedules provides opportunities for increased learning time to make up credit deficiencies.
<p><input checked="" type="checkbox"/> Students in poor academic standing as demonstrated by being at least one year behind on grade level performance or academic credits.</p>	<ul style="list-style-type: none"> - Pre-assessments identify knowledge gaps to allow for targeted instruction. - Flexible schedules provides opportunities for increased learning time to make up credit deficiencies. - Content is accessible on-line 24/7. - Elective courses in core areas allow students to gain skill mastery so they will be more successful in required core coursework for graduation. - Teacher led support and direct instruction is provided by highly effective instructional staff.
<p><input checked="" type="checkbox"/> Students who are primary care givers or are financially responsible for dependents and, therefore, may require a flexible school schedule.</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 provides for flexible schedule for after school completion of course work. - Web-based access to teacher support beyond the regular teacher schedule. - Flexible communications with staff both synchronous and asynchronous.
<p><input checked="" type="checkbox"/> Students who are adjudicated.</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 provides for flexible schedule. - Web-based access to teacher support beyond the regular teacher schedule. - Blended learning allows easier coordination with probation officers and counselors to align schedules and provide instructional materials as needed to support an uninterrupted educational program while students are in secure care. - Blended learning allows for providing real-time academic progress data to stakeholders (as allowed by FERPA).
<p><input checked="" type="checkbox"/> Students who are wards of the state and are in need of an alternative school setting.</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 provides for flexible schedule. - Web-based access to teacher support beyond the regular teacher schedule. - Blended learning allows easier coordination with probation officers and counselors to align schedules and provide instructional materials as needed to support an uninterrupted educational program while students are in secure care. - Blended learning allows for providing real-time academic progress data to stakeholders (as allowed by FERPA).
<p><input checked="" type="checkbox"/> Students who are seeking blended learning environment</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 provides for flexible schedule. - Web-based access to teacher support beyond the regular teacher schedule. - Teacher led support and direct instruction are provided by a highly effective instructional staff.
<p><input checked="" type="checkbox"/> Students seeking a <u>Credit Recovery Alternative School</u> - Specifically designed to serve over-age, under-credited students who have dropped out of high school and who, by definition,</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 provides for flexible schedule. - Web-based access to teacher support beyond the regular teacher schedule. - Flexible schedule allows students to exceed the minimum 20 hours of educational time to make up deficiencies. - Teacher led support and direct instruction are provided by a highly effective instructional staff.

cannot graduate within the standard number of years.	
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A.3 Program of Instruction

AIBT Inc. /RCB Medical Arts Academy's computerized content delivery system (CDS) blended learning instructional program will provide a realistic and challenging educational option to the students and parents who are seeking or in need of alternative methods of satisfying promotion requirements and graduation requirements outside the a traditional school program. The blended learning approach provides additional delivery methods that will allow more students to fully participate in high school and earn their high school diplomas.

In conjunction with highly effective teaching staff the CDS provides significant alternatives to traditional education for the twenty-first century high school student. By incorporating a flexible, diverse delivery system, traditional and alternative students can modify their academic schedules for a balanced life of scholastics, work, family commitments, medical treatments, community service, etc.

Courses are developed using a stringent, research-based process that starts with a review of state academic standards to determine required learning outcomes. The computerized content delivery system content is supplemented with teacher developed materials that support the Arizona College and Career Ready Standards and learning objectives. The courses are designed by a team of highly qualified educators and feature rigorous assessments, lessons, activities, and exams, ensuring that students employ all levels of critical thinking. The curriculum is supported by a highly qualified development team and is regularly updated to meet changing state and national standards.

The content delivery and learning management system is a web-delivered program that allows access to all assigned courses 24 hours a day, 7 days a week, 365 days a year. The content is delivered in a low-bandwidth format that enables students to efficiently and effectively access their courses. As there is no requirement for supplemental text, students can be enrolled in courses through the web and provided extensive instructional support, as required, through the systems secure internal email system.

AIBT Inc. /RCB Medical Arts Academy computerized content delivery system (CDS) instructional program is prepared to offer a comprehensive online program of study that meets graduation requirements for cohort 2011, 2012, 2013, and beyond. A variety of over thirty-four one year, two semester courses and more than eleven half-year, one semester courses are available for students through the computerized content delivery system.

Courses contain full content, daily lessons, formative unit quizzes and a summative final exam per term.

Courses are also available in a pre-assessment delivery option that enables the student to exhibit competency in each individual content objective. Based on a predetermined benchmark percentage, the competency level is identified at the time the assessment course is developed. The delivery of pre-

assessment courses will be available for credit recovery students, but may also be used for other students based on teacher/counselor recommendation and administrator approval. These exceptions may be appropriate due to unique student needs, such as homebound, suspension, or transfers student.

The School's staff and an independent third-party have reviewed the curriculum to ensure alignment with Arizona College and Career Ready standards. The content is screened regularly to ensure that changes in Arizona standards are identified within the content. The CDS also provides online curriculum forums that allow staff to communicate curriculum issues to the content provider's curriculum development staff. School staff identifying issues with alignment, links, or errors can send a message directly to the content developers for clarification or editing. The content provider's development staff responds with a correction to the content or an explanation as to why the current format or content entry is appropriate.

AIBT Inc. /RCB Medical Arts Academy computerized content delivery system (CDS) instructional program includes additional web-based prescriptive remediation tools. These tools optimize the opportunity for teachers to remediate an individual student's academic skills as ongoing formative and summative assessments identify the need. Additionally, an online AIMS preparation content is used to backfill learning gaps and prepare students for standardized testing.

The school's instructional program also includes an AIMS / Common Core Academy. Participation in the academy helps students and teachers to identify core skill gaps, provides for targeted instructional opportunities, and clearly assesses mastery of state standards. Extensive tools are also available to prepare students for the state's standardized exams (AIMS).

In order to foster an environment of RTI, leading to a high level of student achievement, the CDS has summative and formative assessment programs in place to guide and empower teacher instruction.

To successfully meet the needs of each student, lessons and supplemental activities assist teachers with differentiating instruction for ability levels and experiences. Supplemental activities in the curriculum are designed for students who learn in different ways. The web-based delivery platform provides multiple capabilities to address diverse learning styles. Students can work from the computer, directly online or print lessons and submissions if they prefer hard copy. Students who are auditory can use a screen reader to enhance their learning experience. ELL students can use an online translation program to enhance their comprehension of the content. AIBT Inc. /RCB Medical Arts Academy students are encouraged to access all resources available through the CDS and direct instruction options.

Teachers providing direct instruction can use the same content as the computerized delivery system, allowing a seamless blended learning approach. Small group instruction and individualized assistance are also part of the blended learning instructional approach.

AIBT Inc. /RCB Medical Arts Academy computerized content delivery system (CDS) instructional program is designed and implemented with a methodology that supports Response to Intervention (RTI). In order to accelerate learning for all students, the CDS will assist teachers by developing an RTI framework for making instructional decisions based on data collected from the CDS formative and summative assessment tools. Formative assessments that provide immediate and ongoing feedback are provided in each course. The CDS provides monitoring and assessment tools in the form of audit and item audit reports. These tools provide real-time assessment of student progress, participation, and performance fostering a proactive approach to each students leaning.

Each CDS course includes a series of formative assessments that are submitted by the participating student. A student's results on these formative assessments gives the teacher immediate feedback on student performance, participation, and progress. This immediate feedback enables the teacher to proactively respond to individual student need. Based on the results of the assessments, teachers may remediate the objective with an additional assignment, require the student to redo the lesson, or provide an alternative assignment as deemed necessary.

Summative assessments given at course completion not only indicate knowledge acquisition and application, but also indicate mastery on identified state standards. At the end of each course students receive credit for completing seat time as well as demonstrating mastery of the course content at 70% level.

Program changes outlined are currently being implemented. Ongoing program effectiveness reviews occur as part of a continuous improvement process.

3.1 Mastery and Promotion

RCB will employ a blended learning educational environment as discussed in the previous section. Students will receive instruction in the core academic areas using a blended curriculum supported by web-based delivery and traditional classroom instruction. Students will be supported by diverse delivery options that blend the benefits of self-directed web-based delivery, small group, one-to-one, and teacher led instruction.

Students, who transfer from elementary school with academic deficiencies or who have fallen behind in grades 7 or 8 will have the opportunity to catch up at RCB. Recovery of promotion deficiencies and/or remediation of academic skills or preparation for standardized tests are available through a flexible daily schedule that allows for increased learning time.

All seventh and eighth-grade students enrolled at RCB will be required to pass a minimum of five (5) courses a year in the required basic curriculum. The minimum passing grade is 70%.

In the seventh grade, one course must be completed in each of the following areas:

- Language Arts
- Math
- Social Studies
- Physical Education/Health
- Science

In the eighth grade, one course must be completed in each of the following areas:

- Language Arts
- Math
- Science
- Social Studies
- Physical Education

Eighth grade students who have not achieved grade level proficiency scores in reading, writing or math will be enrolled in special programs designed to remediate their academic proficiency. These remediation programs will be administered during the summer prior to beginning high school or as an elective class while in 9th grade.

A. 3.2 Course Offerings and Graduation Requirements

AIBT Inc. /RCB Medical Arts Academy has adopted the Arizona State credit requirements for High School Graduation. Please refer to the table below. Students must demonstrate mastery of content at a minimum of 70% proficiency level on course completion assessments to receive credit.

AIBT Inc. /RCB Medical Arts Academy computerized content delivery system (CDS) instructional program provides a rigorous, well-defined curriculum that equals the quality of academic programs the school community is accustomed to at the secondary level. Across the CDS curriculum, creative and critical thinking skills are fostered in students in an effort to equip them with effective problem-solving and decision-making abilities. The academic curriculum also incorporates state-of-the-art technology tools and instruction to prepare our students for post-secondary education, successful careers, and productive lives.

The math Content Delivery System (CDS) series includes courses for Algebra 1A,1B,2A & 2B , Geometry A & B, Functional Approach to Algebra 1A & 1B, Calculus 1A, and math electives for students not at grade level (such as Pre- Algebra 1 & 2, and Math Fundamentals 1A & 1B). All courses are aligned with the Arizona College and Career Ready Standards.

The Language Arts CDS series includes courses for English 9A through English 12B. All courses are aligned with the Arizona College and Career Ready Standards.

The computerized delivery system content includes science courses/virtual labs that the students performs off-campus and reports on in the CDS. The Science CDS series includes courses for Biology A & B, Physical Science A & B, Earth and Space Science A & B. The Social Science programs include World History 1 & 2, AZ American History 1& 2, Economics, and Government. Students seeking lab science for university entrance will be guided to an onsite web-lab option to fulfill these requirements. All AIBT Inc. /RCB Medical Arts Academy students will be encouraged to seek dual credit options with a local community college to satisfy the lab requirements for the state universities.

For those students inclined to pursue a college degree, it is imperative that academic college entrance requirements are fulfilled. As a result, AIBT Inc. /RCB Medical Arts Academy's computerized content delivery system (CDS) instructional program offers two years of Spanish (modern language credit) and Art History (fine arts credit) in addition to traditional college preparatory courses in math language arts, and social studies.

The below table summarizes the minimum credit requirements for AIBT Inc. /RCB Medical Arts Academy graduation in Arizona for the graduating class of 2013 and beyond.

English	4 credits
Math ⁽¹⁾ ⁽²⁾	4 credits
Science ⁽³⁾	3 credits
Social Studies ⁽⁴⁾	3 credits
CTE/Fine Art	1 credit
Electives	7 credits
Total	22 credits

⁽¹⁾ Math courses shall consist of Algebra I, Geometry, Algebra II (or its equivalent) and an additional course with significant math content as determined by district governing boards or charter schools.

⁽²⁾ The Algebra II requirement may be modified using a [Personal Curriculum](#) as outlined in R7-2-302.03.

⁽³⁾ Three credits of science in preparation for proficiency at the high school level on the Arizona's Instrument to Measure Standards (AIMS) test.

⁽⁴⁾ Social Studies shall consist of one credit of American History, one credit of World History/Geography, one-half credit of government and one-half credit of economics.



High School Course Catalog

The following is a comprehensive list of available course content. The school will only offer selected courses from this list each term. HQ requirements will be met prior to opening a course for the term. Core content that is below high school grade level will only be assigned as an elective to fill educational gaps for students.

2013-2014

Reading Essentials I

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

This class focuses on the pronunciation and forming of words to increase reading proficiency. There is a strong emphasis on forming and recognizing parts of words such as prefixes, suffixes and roots. Students will explore how to recognize main ideas and cause and effect when reading independently. This course focuses on using critical thinking skills and context clues to predict outcomes and draw conclusions. Students will gain an overview of literary terms and styles.

Reading Essentials II

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

This class teaches students to read and recognize purpose through the use of literary terms and techniques such as propaganda and bias. There is a strong focus on reading comprehension, identifying main ideas, and use of story elements. Students are introduced to the use of mood, tone and figurative language in reading; as well as an advanced look at pronunciation and the formation and roots of word.

AIMS Reading Prep

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Course is designed to review reading skills to improve student academic performance. Topics of this course include literary structure, vocabulary, writing structure, and grammar and usage.

English 9A

Duration: 75 Hours

Credits: 0.5

Course Description: Freshman English

This is the first half of Freshman English. High School level review of the writing process covering pre-writing, identifying and narrowing a topic, drafting, editing, publishing, writing complete sentences, correct word choices, writing topic sentences, writing analogies, using the library, writing biographical sketches, ideas and opinions, writing essays, writing short stories, poetry, plays, and folk literature.

Reading section contains lessons about common expressions, connotation and denotation, Greek and Latin words, poetry, word recognition, and story details and sequence; Usage section contains lessons about punctuation, clauses and phrases, and usage problems; Vocabulary section reviews vowel sounds and spelling.

930

The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson

A Tale of Two Cities by Charles Dickens

1010L

English 9B

Duration: 75 Hours

Credits: 0.5

Course Description: Freshman English

This is the second half of Freshman English. High School level review of the writing process covering pre-writing, identifying and narrowing a topic, drafting, editing, publishing, writing complete sentences, correct word choices, writing topic sentences, writing analogies, using the library, writing biographical sketches, ideas and opinions, writing essays, writing short stories, poetry, plays, and folk literature.

Reading section contains lessons about common expressions, connotation and denotation, Greek and Latin words, poetry, word recognition, and story details and sequence; Usage section contains lessons about punctuation, clauses and phrases, and usage problems; Vocabulary section reviews vowel sounds and spelling.

930

The Odyssey by Homer

Romeo and Juliet by William Shakespeare

1010L

English 10A

Duration: 75 Hours

Credits: 0.5

Course Description: Sophomore English

This is the first half of Sophomore English. Covers journal, resume, and newspaper writing, review of the writing process, writing sentences and paragraphs, specialized writing projects including writing analogies, correspondence, learning logs, story endings, expository, descriptive, and persuasive essays, creative writing including poetic text, short stories, and scripts.

Reading section contains lessons about fact and opinion, folklore, inferences, story elements, and words in context; Usage section contains lessons about parts of speech, parts of sentences, and verbals; Vocabulary section reviews blends and silent letters.

960L

Great Expectations by Charles Dickens

The Adventures of Huckleberry Finn by Mark Twain

980L

English 10B

Duration: 75 Hours

Credits: 0.5

Course Description: Sophomore English

This is the second half of Sophomore English. Covers journal, resume, and newspaper writing, review of the writing process, writing sentences and paragraphs, specialized writing projects including writing analogies, correspondence, learning logs, story endings, expository, descriptive, and persuasive essays, creative writing including poetic text, short stories, and scripts.

Reading section contains lessons about fact and opinion, folklore, inferences, story elements, and words in context; Usage section contains lessons about parts of speech, parts of sentences, and verbals; Vocabulary section reviews blends and silent letters.

960L

Julius Caesar by William Shakespeare

The Jungle by Upton Sinclair

980L

English 11A

Duration: 75 Hours

Credits: 0.5

Course Description: Junior English

This is the first half of Junior English. Review of the writing process, using strategy, sequence, drafting, proofreading, publishing, identifying and writing sentence types, writing paragraphs for various purposes, chronological and spatial importance, writing analogies, newspaper stories, sketches, essays, summarizing, and creative writing.

Reading section includes American literature, context clues, farce and satire, and foreign terms; Usage section includes lessons about infinitives, clauses, verb tenses, and usage problems; Vocabulary section reviews consonants, syllables and pronunciation, and digraphs.

990L

The House of the Seven Gables by Nathaniel Hawthorne

The Last of the Mohicans by James Fenimore Cooper

960L

English 11B

Duration: 75 Hours

Credits: 0.5

Course Description: Junior English

This is the second half of Junior English. Review of the writing process, using strategy, sequence, drafting, proofreading, publishing, identifying and writing sentence types, writing paragraphs for various purposes, chronological and spatial importance, writing analogies, newspaper stories, sketches, essays, summarizing, and creative writing.

Reading section includes American literature, context clues, farce and satire, and foreign terms; Usage section includes lessons about infinitives, clauses, verb tenses, and usage problems; Vocabulary section reviews consonants, syllables and pronunciation, and digraphs.

990L

Moby Dick by Herman Melville

The Red Badge of Courage by Stephen Crane

960L

English 12A

Duration: 75 Hours

Credits: 0.5

Course Description: Senior English

This is the first half of Senior English. Covers selecting and narrowing a topic, identifying audience, writing introductions and conclusions, writing strategies, the writing process, journal writing, writing persuasive, descriptive, expository, and narrative paragraphs, writing story endings, summarizing, expressing ideas and opinions, writing short stories, poetry, drama, and folk literature.

Reading section includes British literature, drama, etymology, genres and literature, literary devices, and propaganda and bias; Usage section reviews clauses and diagramming; Vocabulary section reviews root words and sounds of various letters.

1030L

Pride and Prejudice by Jane Austen

Jane Eyre by Charlotte Bronte

1040L

English 12B

Duration: 75 Hours

Credits: 0.5

Course Description: Senior English

This is second half of Senior English. Covers selecting and narrowing a topic, identifying audience, writing introductions and conclusions, writing strategies, the writing process, journal writing, writing persuasive, descriptive, expository, and narrative paragraphs, writing story endings, summarizing, expressing ideas and opinions, writing short stories, poetry, drama, and folk literature.

Reading section includes British literature, drama, etymology, genres and literature, literary devices, and propaganda and bias; Usage section reviews clauses and diagramming; Vocabulary section reviews root words and sounds of various letters.

1030L

Math Fundamentals IA

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Math Fundamentals I A covers the basic foundations of mathematical concepts which include working the fundamental operations involving whole numbers and fractions, decimals and percents, ratio and proportion, interpretation of graphs, metric and nonmetric geometry, combinations and permutations and introduction to algebra.

Math Fundamentals IB

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Math Fundamentals I B covers the intermediate foundations of mathematical concepts which include fundamental operations involving algebraic expressions, first degree equations and inequalities in one unknown, functions and graph and systems of equations.

Pre-Algebra A

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Pre-Algebra A covers number notation, the multiplicative property of zero, operational symbols, inverse operations of multiplication and division, rules for solving equations by adding and subtracting integers, factors and exponents, fractions, graphing on the coordinate plane, slope and intercept, decimals and percent, statistics, scatter plots, the counting principle, definitions of basic geometric terms, circles, area, volume, sine and cosine ratios, and the Pythagorean Theorem.

Pre-Algebra B

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Pre-Algebra B is a review of mathematical concepts covered in Pre Algebra A and includes expressions and equations, equations with integers, solving inequalities, graphing, statistics and graphing, probability, algebra with geometry, polygons and circles, area and volume and special triangles.

AIMS Math Prep

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Course is designed to review mathematical concepts to improve student academic performance. Topics of this course include exponents and factors, absolute value, slope-intercept equation, Pythagorean Theorem, transversals, integers, inequalities, rational numbers and probability.

Algebra IA

Duration: 75 Hours

Credits: 0.5

Course Description:

Algebra IA: Review of mathematic concepts to include algebraic expressions and equations, writing numbers in exponential form, using standard and scientific calculators, integers, absolute values, review of additive identity, like terms, using reciprocals to solve problems, evaluating expressions using order of operations, inverse operations, eliminating fractions, identification of the x and y axes, linear equations, graphing with constants, rules of exponents, binomials, trinomials, using the FOIL method, factoring out monomials, trinomial squares, and quadratic equations.

Algebra IB

Duration: 75 Hours

Credits: 0.5

Course Description:

Algebra IB: Continuing coursework from the Algebra I, Part 1 title that covers finding solutions of linear systems of equations by graphing, eliminating variables, motion problems, using negative one as a factor, identifying the least common multiple of expressions, ratio and proportion, using inequalities to solve problems, equations with absolute values, irrational numbers, radical expressions, finding the value of a function, using vertex and axis of symmetry or the T-table, problem solving involving joint and combined variation, and identifying and evaluating the discriminant of a quadratic equation.

Algebra IIA

Duration: 75 Hours

Credits: 0.5

Course Description:

Continuing coursework from the Algebra I, Part 1 title that covers finding solutions of linear systems of equations by graphing, eliminating variables, motion problems, using negative one as a factor, identifying the least common multiple of expressions, ratio and proportion, using inequalities to solve problems, equations with absolute values, irrational numbers, radical expressions, finding the value of a function, using vertex and axis of symmetry or the T-table, problem solving involving joint and combined variation, and identifying and evaluating the discriminant of a quadratic equation.

Algebra IIB

Duration: 75 Hours

Credits: 0.5

Course Description:

Continuing coursework from the Algebra II, Part 1 which includes combining and multiplying real numbers, order of operations, connecting words and numbers through expressions, developing a plan to solve a problem, combining like terms, definition and examples of ordered pairs, grids, quadrants, abscissa, defining linear equations, graphing equation systems, three-variable equations, matrix multiplication, transformation, point and matrix transformations, polynomial types, zero as an exponent, finding higher variables, factoring numerators, and solving complex rationals.

Geometry 1A

Duration: 75 Hours

Credits: 0.5

Course Description:

Introduces basic geometric terms commonly used and also covers geometric concepts including angles, perpendicular and parallel lines, rays and transversals, measuring line segments, lines, segments, sides and vertices of angles, acute, obtuse, and right angles, parallel and skew lines, acute, obtuse, and right triangles, calculating perimeter, volume and area of trapezoids, polygons, proportional ratios, pyramids, cones, spheres, chords, circumference, tangents, and angle measurement.

Geometry IB

Duration: 75 Hours

Credits: 0.5

Course Description:

Introduces basic geometric terms commonly used and also covers geometric concepts including angles, perpendicular and parallel lines, rays and transversals, measuring line segments, lines, segments, sides and vertices of angles, acute, obtuse, and right angles, parallel and skew lines, acute, obtuse, and right triangles, calculating perimeter, volume and area of trapezoids, polygons, proportional ratios, pyramids, cones, spheres, chords, circumference, tangents, and angle measurement.

Trigonometry

Duration: 75 Hours

Credits: 0.5

Course Description:

Trigonometry covers geometry concepts review, angles, angle terminology, reference angles, definition of sine, cosine, and tangent, definition and value of secant, cosecant, and cotangent, calculating sides of right triangles, using trigonometry to solve real world problems, the Law of Sine and Cosines, symmetry identities, verifying trigonometric identities, sum and difference for sine, cosine, and tangent, using co function identities, graphing trigonometry functions, principal values, arc length, area of circular sectors, simple harmonic motion, and frequency.

Trigonometry Honors

Duration: 75 Hours

Credits: 0.5

Course Description:

Trigonometry covers geometry concepts review, angles, angle terminology, reference angles, definition of sine, cosine, and tangent, definition and value of secant, cosecant, and cotangent, calculating sides of right triangles, using trigonometry to solve real world problems, the Law of Sine and Cosines, symmetry identities, verifying trigonometric identities, sum and difference for sine, cosine, and tangent, using co function identities, graphing trigonometry functions, principal values, arc length, area of circular sectors, simple harmonic motion, and frequency. This honors course has an increased level of difficulty over standard courses.

Calculus 1A

Duration: 75 Hours

Credits: 0.5

Course Description:

Calculus IA is core math course which begins with a review of Algebra. This course covers calculating x-values and corresponding values, limits, notation, continuous functions, asymptotes, negative and positive infinities, graphing tangents, secants, and cosecants, derivatives, Leibniz notation, constant functions and derivatives, functions that are products, the derivative as a reciprocal of sine, acceleration as a derivative of velocity, maximum and minimum values of given functions at closed intervals, and using related rates to determine the volume of cones.

Calculus 1B

Duration: 75 Hours

Credits: 0.5

Course Description:

Calculus IB is a core math course which begins with a review of Algebra, This course covers continuing course work from Calculus IA, including in depth skills of derivatives and integrals and their applications, determining graphing data, and anti-derivatives with negative exponents. It will cover and expand other course concepts such as continuing functions, graphing tangents, secants, and cosecants. Many problems are atypical and require students to synthesize new solutions.

Biology A

Duration: 75 Hours

Credits: 0.5

Course Description:

This is the first half of comprehensive Biology. It covers all aspects of the core high school science course including biological processes and principles. The objectives addressed are those that are tested on national and state achievement tests. Comprehensive Biology lessons are designed to move the student beyond the level of basic knowledge into critical thinking and learning activities.

910L

Biology A Honors

Honors Duration: 75 Hours

Credits: 0.5

Course Description:

This is the first half of comprehensive Honors Biology. It covers all aspects of the core high school science course including a rigorous emphasis on biological processes and principles. The objectives addressed are those that are tested on national and state achievement tests. Comprehensive Biology lessons are designed to move the student beyond the level of basic knowledge into critical thinking and learning activities. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

910L

Biology B

Duration: 75 Hours

Credits: 0.5

Course Description:

This is the second half of comprehensive Biology. It covers all aspects of the core high school science course including biological processes and principles. The objectives addressed are those that are tested on national and state achievement tests. Comprehensive Biology lessons are designed to move the student beyond the level of basic knowledge into critical thinking and learning activities.

Biology B Honors

Duration: 75 Hours

Credits: 0.5

Course Description:

This is the second half of comprehensive Honors Biology. It covers all aspects of the core high school science course. The objectives addressed are those that are tested on national and state achievement tests. Comprehensive Biology lessons are designed to move the student beyond the level of basic knowledge into critical thinking and learning activities. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

910L

Earth and Space Science A

Duration: 75 Hours

Credits: 0.5

Course Description:

This is the first half of Earth and Space Science. Topic areas include an introduction to earth and space themes, comparison and uses of pie charts, review of the elements and their properties, observations of events and phenomena in the universe, sunspots, the solar system, satellites, earthquakes, the cycles of the moon, balloons, airplanes, development of rockets, the Apollo missions, characteristics of different atmospheric layers, cloud cover, weather terms and cycles, high and low pressure, types of fronts, climatology, oceanography, underground water, topography, weathering and erosion, dinosaurs, and natural resources.

970L

Earth and Space Science A Honors

Duration: 75 Hours

Credits: 0.5

Course Description:

This is the first half of Honors Earth and Space Science. Topic areas include an introduction to earth and space themes, comparison and uses of pie charts, review of the elements and their properties, observations of events and phenomena in the universe, sunspots, the solar system, satellites, earthquakes, the cycles of the moon, balloons, airplanes, development of rockets, the Apollo missions, characteristics of different atmospheric layers, cloud cover, weather terms and cycles, high and low pressure, types of fronts, climatology, oceanography, underground water, topography, weathering and erosion, dinosaurs, and natural resources. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

970L

Earth and Space Science B

Duration: 75 Hours

Credits: 0.5

Course Description:

This is the first half of Earth and Space Science. Topic areas include an introduction to earth and space themes, comparison and uses of pie charts, review of the elements and their properties, observations of events and phenomena in the universe, sunspots, the solar system, satellites, earthquakes, the cycles of the moon, balloons, airplanes, development of rockets, the Apollo missions, characteristics of different atmospheric layers, cloud cover, weather terms and cycles, high and low pressure, types of fronts, climatology, oceanography, underground water, topography, weathering and erosion, dinosaurs, and natural resources.

970L

Earth and Space Science B Honors

Duration: 75 Hours

Credits: 0.5

Course Description:

This is the second half of Honors Earth and Space Science. Topic areas include an introduction to earth and space themes, comparison and uses of pie charts, review of the elements and their properties, observations of events and phenomena in the universe, sunspots, the solar system, satellites, earthquakes, the cycles of the moon, balloons, airplanes, development of rockets, the Apollo missions, characteristics of different atmospheric layers, cloud cover, weather terms and cycles, high and low pressure, types of fronts, climatology, oceanography, underground water, topography, weathering and erosion, dinosaurs, and natural resources. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

970L

Physical Science A

Duration: 75 Hours

Credits: 0.5

Course Description:

Physical Science offers several distinctive components: an in depth examination of the biological functions of vision and sound in relation to physical laws, the impact of scientific discoveries on technology and society, and an overview of natural hazards, including the environment. The Physical Science course covers the fundamentals of chemistry, matter, energy, and various scientific fields. The lessons are designed to move the student beyond the level of basic knowledge and start training their minds in critical thinking.

Physical Science A Honors

Duration: 75 Hours

Credits: 0.5

Course Description:

Physical Science offers several distinctive components: an in depth examination of the biological functions of vision and sound in relation to physical laws, the impact of scientific discoveries on technology and society, and an overview of natural hazards, including the environment. The Physical Science course covers the fundamentals of chemistry, matter, energy, and various scientific fields. The lessons are designed to move the student beyond the level of basic knowledge and start training their minds in critical thinking. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

Physical Science B

Duration: 75 Hours

Credits: 0.5

Course Description:

Physical Science B is a continuation of Physical Science A but it focuses more on critical thinking and labs. The Physical Science B course continues to covers the fundamentals of chemistry, matter, energy, and various scientific fields. The lessons and labs are designed to move the student beyond the level of basic knowledge into training their minds in critical thinking and discovery through learning activities.

Physical Science B Honors

Duration: 75 Hours

Credits: 0.5

Course Description:

Physical Science B is a continuation of Physical Science A but it focuses more on critical thinking and labs. The Physical Science B course continues to covers the fundamentals of chemistry, matter, energy, and various scientific fields. The lessons and labs are designed to move the student beyond the level of basic knowledge into training their minds in critical thinking and discovery through learning activities. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

Physics

Duration: 75 Hours

Credits: 0.5

Course Description:

Physics an emphasis on concept development and the concepts apply to students' experiences and the world around them. Topics of physics include introduction to physics and physics vocabulary, motion (straight, two-dimension, projectile), acceleration, gravity, momentum, gas laws, and circuits (series, parallel, and combined).

Physics Honors

Duration: 75 Hours

Credits: 0.5

Course Description:

Physics an emphasis on concept development and the concepts apply to students' experiences and the world around them. Topics of physics include introduction to physics and physics vocabulary, motion (straight, two-dimension, projectile), acceleration, gravity, momentum, gas laws, and circuits (series, parallel, and combined). This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

AZ American History Geo A

Duration: 75 Hours

Credits: 0.5

Course Description:

The story of America is written in the rich history of the accomplishments of its people. America represents a multitude of cultures that together form a unified nation that has prospered for over two hundred years. This course is designed to bring the history of America to life by connecting the events of the past to today's world. Students will examine history by using the themes of culture, economics, geography, global connections, government, science/technology, and sociology/anthropology.

1060L

AZ American History Geo B

Duration: 75 Hours

Credits: 0.5

Course Description:

America represents a multitude of cultures that together form a unified nation that has prospered for over two hundred years. This course is designed to bring the history of America to life by connecting the events of the past to today's world. Students will examine history by using the themes of culture, economics, geography, global connections, government, science and technology, and sociology and anthropology. U.S. History II is a second semester course that continues to show how events of the past are connected to today's world. Beginning with post World War I, this course examines significant events such as the Great Depression, World War II, the Civil Rights Movement, and the 2008 presidential election. Students will be guided through twentieth and twenty-first century events that have shaped our nation's society.

1040L

Economics

Duration: 75 Hours

Credits: 0.5

Course Description:

High school level course that covers the definition of economics, microeconomics, producers and consumers, capitalism, socialism, communism, the world's economy from 1500 to present day, colonization, balance of trade, the Great Depression, the U.S. economy from 1600 to present day,

economic causes of the Revolutionary War, railroads, corporations, monopolies, labor unions, the New Deal, recession, inflation, classical theorists, the American microeconomic system, applied economics, social programs, challenges of the global economy, welfare reform debate, and the budget deficit.

1120L

Government

Duration: 75 Hours

Credits: 0.5

Course Description:

This high school level course contains the topic areas of government functions, population, territory, sovereignty, the origin of government, the English Bill of Rights, the founding of the original thirteen colonies, the Proclamation of 1763, the First Continental Congress, the Articles of Confederation, the origin and principles of the Constitution, the Bill of Rights, executive, legislative, and judicial powers, the Magna Carta, taxes, the U.S. Senate, impeachment, how a bill becomes a law, the U.S. House of Representatives, elections, the President, the Presidential Cabinet, executive agencies, fiscal and monetary policy, and elections

1140

World History Geo A

Duration: 75 Hours

Credits: 0.5

Course Description:

World History Geo A: Includes an overview of history, artifacts, Ice ages, Ancient Egypt, the Hanging Gardens of Babylon, the Ten Commandments, Greek civilization, Alexander the Great, philosophers, the Roman Empire, Julius Caesar's rise and fall, Roman gods, the development of commerce, the Irish and Anglo-Saxons, Vikings, the Crusades, feudalism, Henry I, Edward III, Joan of Arc, Isabella and Ferdinand, Africa, the Americas, North American civilizations, the Renaissance, the Reformation, the American Revolution, the Boston Tea Party, the First Continental Congress, the Constitution, and post-Napoleonic France.

920L

World History Geo B

Duration: 75 Hours

Credits: 0.5

Course Description:

World History Geo B: Covers China, Japan, isolationism, Asia, Charles Townshend, the transcontinental railroad, socialism, science in the 1800s, pioneers in medicine, Romanticism, Impressionism, the Romanov Dynasty, Moscow, Catherine the Great, Latin America, Spanish colonization, Queen Victoria, the U.S. in the 1800s, German Unification, the Age of Imperialism, European influence in Africa, Indian resistance to British rule, the rise of nationalism, Allied forces, World War II, League of Nations, decline of trade, increase of women's rights, the Russian Revolution, Vladimir Lenin, tensions between the Soviet Union and the United States, the Berlin Wall, Vietnam, fighting in Cambodia, western Europe, NATO, the United Nations, and eastern Europe.

1040

Art Appreciation

Duration: 75 Hours

Credits: 0.5

Course Description: CTE/Fine Arts Elective

Art Appreciation is a survey of the visual arts of painting, sculpture, architecture, and the principles of design. The course will enable students to develop an understanding of how an artist has the power to inspire and inform the viewer by making a personal, social, political, or religious statement. Students will also explore the history and art of both past and present world cultures.

1070L

Career Essentials

Duration: 75 Hours

Credits: 0.5

Course Description: CTE/Fine Arts Elective

The choice of a career is an integral aspect of the personal and social development of an individual, and being prepared for a job search increases the chances of success. The A+LS™ Career Essentials course prepares students to deal with the various aspects of the job search, such as resume writing, job interviewing, thank you letters, and prospective job offers.

1090L

College Readiness and High School Review

Duration: 150 Hours

Credits: 1.0

Course Description:

This course is designed for students leaving high school and looking for a comprehensive review of High School Math, Reading, Writing, Science and Social Studies. This course will prepare students for the rigors of college course work by giving them the ability to review those vital skills linked to each core subject area. The students will review reading comprehension skills, note-taking, organization skills, time management, test taking strategies, outlining and writing essays, developing hypotheses, researching various topics, and other skills used in college courses. This course is a one credit course and with hard work should be completed in six weeks.

Humanities I

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Humanities I lessons focus on the performing arts of music, dance, theater, opera, motion pictures, and television. Humanities, along with the social sciences and natural sciences, represent the knowledge that humans have created throughout history. Focusing on the philosophical, spiritual, and artistic aspects of life, Humanities explore the artistic and cultural accomplishments of individuals in the following academic areas: literature, religion, painting, sculpture, architecture, photography, art history, music, theater, film, dance, and the Classics of Ancient Greece and Ancient Rome.

1090L

Humanities II

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Humanities II explores the influential subject areas of language, philosophy, ethics, literature, and religion. Humanities, along with the social sciences and natural sciences, represent the knowledge that humans have created throughout history. Focusing on the philosophical, spiritual, and artistic aspects of life, Humanities explore the artistic and cultural accomplishments of individuals in the following academic areas: literature, religion, painting, sculpture, architecture, photography, art history, music, theater, film, dance, cultural studies of civilizations, philosophy, languages, ethics, and the Classics of Ancient Greece and Ancient Rome.

1090L

Medical Math

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Medical math introduces students to how math skills are applied in the medical field. Students are introduced to medical conversion tables and units of measure. Students are given real life medical situations to solve using math skills.

Medical Terminology

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Medical Terminology introduces students to the various medical terms they will encounter in medical field. Students will learn how terms are used and applied in the medical field.

Personal Finance

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

An important aspect of every individual's future is the ability to plan and implement sound and responsible financial goals. The Personal Finance course will educate students in a variety of financial and monetary subjects, including consumer services and protections.

1060L

Real World Math

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Engaging Students through Global Issues promotes student engagement by providing real-world data on global issues with a focus on practical solutions. The concentrate of this course is on foundational algebra concepts. Lessons focus on salaries, taxes, purchasing to financial literacy and build both mathematical knowledge and global perspective.

Skills Development

Duration: 75-150 Hours

Credits: 0.5 – 1.0

Course Description: Elective

Skills Development is used to prepare students for future math and language arts classes. The course uses pre-assessment tests to determine a student’s level of core knowledge in Math and Language Arts. Once testing is complete students will be automatically assigned coursework in areas that they were deficient. The number of lessons varies depending on the assessment test results. Students should plan on the list to be between 75 and 185 lessons. If more than 120 hours and 150 lessons are completed then students will have the opportunity to earn a full 1.0 credits.

Work Study

Credits: 0.5 – 1.0

Course Description: Elective

Students can earn credit by working on a job site and learning through experience. A student must have taken or currently be enrolled in Career Essentials to be eligible for work experience credit. Written assignments and job evaluations must be completed. Students may earn a .5 credit by completing 75 hours in an 18 week period. Students may earn a full credit by continuing their work experience and completing 150 hours in a 36 week period.

Spanish IA

Duration: 75 Hours

Credits: 0.5

Course Description: Foreign Language

The Spanish I A course is a comprehensive, completely integrated course for grades 9-12. Spanish I A is designed to help students comprehend and communicate the Spanish language as well as gain a better awareness of Spanish-speaking cultures.

Spanish IB

Duration: 75 Hours

Credits: 0.5

Course Description: Foreign Language

The Spanish I B course is a comprehensive, completely integrated course for grades 9-12. Spanish I B is designed to help students advance on the skills obtained in Spanish IA by building on the fundamental

concepts. This class is designed to help students comprehend and communicate the Spanish language as well as gain a better awareness of Spanish-speaking cultures.

Spanish IIA

Duration: 75 Hours

Credits: 0.5

Course Description: Foreign Language

The Spanish II A course is a comprehensive, completely integrated course for grades 9-12. Spanish II A is designed to help students advance on the skills obtained in Spanish IA and IB by building on the fundamental concepts. This class is designed to help intermediate students comprehend and communicate the Spanish language as well as gain a better awareness of Spanish-speaking cultures.

Spanish IIB

Duration: 75 Hours

Credits: 0.5

Course Description: Foreign Language

The Spanish II B course is a comprehensive, completely integrated course for grades 9-12. Spanish II B is designed to help students advance on the skills obtained in Spanish IIA by building on the fundamental concepts. This class is designed to help intermediate students comprehend and communicate the Spanish language as well as gain a better awareness of Spanish-speaking cultures.

Health

Course Description: Elective

Health is designed to move the student from a narrow focus to a broad perspective of health. With an emphasis on nutrition and exercise, students also learn about health risks, types of illnesses, functions of the major systems of the body, and health career options.

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Subject: Additional information related to March 7 letter

From: Johanna Medina <Johanna.Medina@asbcs.az.gov>

Date: Wed, Mar 12, 2014 4:58 pm

To: Johanna Medina <Johanna.Medina@asbcs.az.gov>

Cc: Johanna Medina <Johanna.Medina@asbcs.az.gov>

To Charter Representatives with Alternative Schools,

On March 7, I provided you with charter information guidance for alternative school status recertification. In the letter, I identified the need for the charter's mission and program of instruction in the contract, as amended, to be in alignment. It has come to our attention that the Program of Instruction Amendment Request requires a Demonstration of Sufficient Progress (DSP) to be submitted by all charter holders not meeting the Board's academic performance expectations, or with Associated Schools with a current overall rating of Does Not Meet, Falls Far Below, or NR. For the purposes of bringing the program of instruction in the charter contract into alignment with the charter mission and current practice for recertification, a Program of Instruction Amendment may be submitted without including any DSP documents during the expedited review timeframe, which ends March 17, 2014.

Feel free to call me with any questions at 602-364-3084 or email me at johanna.medina@asbcs.az.gov.

Sincerely,

Johanna Medina

Johanna Medina

Director of School Quality

Arizona State Board for Charter Schools

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