

# Adding Grade Levels to Charter Amendment Request

## Charterholder Info

### Charter Holder

**Name:**  
Choice Academies, Inc.

**CTDS:**  
07-85-49-000

**Mailing Address:**  
P.O. Box 10822  
Glendale, AZ 85308  
> [View detailed info](#)

### Representative

**Name:**  
Lisa Fink

**Phone Number:**  
602-938-7989

**Fax Number:**  
602-938-7989

## Downloads

 [Download all files](#)

## Current Grade Levels

### Current Grade Levels Served

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

## New Grade Levels

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State's approved academic standards and to methods of instruction described in the charter. Please note that a separate upload must be prepared for each grade level and content area and be named as such. Additionally, applicants must restate the name of the file in the Brief Description box (e.g., First Grade Reading, HS Algebra II).

### For K-8

Language Arts & Math: A completed curriculum sample for reading, writing, and math for each grade level being added including all attachments as outlined on the [required template and instructions](#).










### For 9-12



Language Arts & Math: A completed curriculum sample for reading, writing, and math coursework for each grade level being added including all attachments as outlined on the [required template and instructions](#). Each course must align with the State's graduation requirements.

### Add Grade Levels

9th  
10th  
11th  
12th

### Curriculum Samples

-  [Download File](#) — HS 12 Writing World Literature
-  [Download File](#) — HS 10 Reading American Literature
-  [Download File](#) — HS 12 Reading World Literature
-  [Download File](#) — HS Pre-Calculus
-  [Download File](#) — HS 9 Writing Themes in Literature
-  [Download File](#) — HS 9 Reading Themes in Literature
-  [Download File](#) — HS 10 Writing American Literature
-  [Download File](#) — HS 11 Writing British Literature
-  [Download File](#) — HS 11 Reading British Literature

-  [Download File](#) — HS Algebra 1 Math
-  [Download File](#) — HS Algebra 2 Math
-  [Download File](#) — HS Geometry Math

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**Effective Date**  
08/01/2013

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## Attachments

**Board Minutes** —  [Download File](#)

**Narrative** —  [Download File](#)

**Timeline for implementation** —  [Download File](#)

**Additional Information\***

No documents were uploaded.

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## Signature

**Charter Representative Signature**  
Lisa Fink 10/29/2012

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Choice Academies Inc. Board of Directors Meeting  
Adams Traditional Academy  
Adams Traditional Middle School  
Choice Educational Services

Date: Thursday, April 5th, 2011  
Time: Time 6:30 p.m.  
Place: 2323 W Parkside Lane, Phoenix, AZ

**Minutes**

1. Call to order – 6:39 pm
2. Roll Call – Lisa Fink, Tawnya Mecham, Sharon Malone, Jeremy Stephenson, Jodi Verleger arrived at 6:43 pm, absent Sarah Shumway
3. Call to the Public – Mr. Israels, Mrs. Barry, and Mrs. McMurdie
4. Approval of Minutes 3-8-12 – motion to approve by Jeremy Stephenson, 2<sup>nd</sup> by Sharon Malone, vote unanimous.
5. ATA- PTO report – This past year the PTO has
  - Purchased the Ramada
  - Purchased a portable stage from read-a-thon proceeds
  - Spring festival auction raised 5,000, ticket sales raised 4,000
  - Upcoming events – book fair there will be a reading list table, grandparent breakfast, and talent show.
6. ATA – Cheerleading and Dance Proposal – motion made to allow the dance and cheer programs to operate independently by Jodi Verleger, 2<sup>nd</sup> by Jeremy Stephenson, vote unanimous.
7. CA – Term Elections – Lisa Fink – motion made to re-elect by Tawnya Mecham, 2<sup>nd</sup> Jeremy Stephenson, vote unanimous
8. CA – Term Elections – Sharon Malone – motion made to re-elect by Jodi Verleger, 2<sup>nd</sup> by Jeremy Stephenson, vote unanimous
9. CA – Term Elections – Tawnya Mecham – motion made to re-elect by Jodi Verleger, 2<sup>nd</sup> by Jeremy Stephenson, vote unanimous
10. CA – New Board Member Election, Eugene M. Moore – motion made to conditionally approve after background check and fingerprint clearance card is received by Jodi Verleger, 2<sup>nd</sup> by Jeremy Stephenson, vote unanimous
11. CA – New Board Member Election, Sundhar Subramanian – motion made to table till next meeting and ask to attend one board meeting by Jodi Verleger, 2<sup>nd</sup> by Jeremy Stephenson, vote unanimous
12. ATMS – Bylaws amended and restated – motion made by Jodi Verleger, no second - after meeting with representatives from the Arizona Charter School Association we will not pursue opening ATMS, motion dies
13. CES – Bylaws amended and restated - motion made by Sharon Malone, 2<sup>nd</sup> by Jeremy Stephenson, vote unanimous
14. ATA – Staff Site Council Member term length – motion made to change the length of term served by staff member on the site council to one year by Jodi Verleger, 2<sup>nd</sup> by Jeremy Stephenson, vote unanimous
15. CA – Closing Bank Account for ATAP – motion made by Jodi Verleger, 2<sup>nd</sup> by Tawnya Mecham, vote unanimous
16. ATMS – Closing Bank Account for ATMS – motion made by Sharon Malone, 2<sup>nd</sup> by Jeremy Stephenson, vote unanimous
17. CA – ATMS Expenses – motion made to approve by Jeremy Stephenson, 2<sup>nd</sup> by Jodi Verleger, vote unanimous
18. CES – Bank Account Opening – motion made to approve the opening of a bank account for Adams Traditional Beginnings by Jodi Verleger, 2<sup>nd</sup> by Jeremy Stephenson, vote unanimous
19. CES – Bank Account Signers – motion made approve by Sharon Malone, 2<sup>nd</sup> by Jeremy Stephenson, vote unanimous

20. CES – Trade Name, DBA Adams Traditional Beginnings – motion made to approve by Jeremy Stephenson, 2n by Jodi Verleger, vote unanimous
21. CA – Employee Contract Revisions – motion made to approve the additions suggested by attorney to our contract to be used by all CA employees and its subsidiaries by Sharon Malone, 2<sup>nd</sup> by Jeremy Stephenson, vote unanimous
22. CA – State Employment Taxes – our unemployment tax has been increased from 2% to 3.07%.
23. CA – Expand the Charter to include 9-12 grades – motion made to approve by Sharon Malone, 2<sup>nd</sup> by Tawnya Mecham, vote unanimous
24. Facilities Update – The new plans have been agreed upon with some minor adjustments. We will be looking into bonding and what our options are. We will be interviewing to pick a firm to help us in this endeavor with the assistance of CSDC.
25. ATA – Principals Report
  - The school is losing more teachers than anticipated. Majority are leaving due to changing family situations.
  - A fifth 2<sup>nd</sup> grade might be justifiable.
  - Preschool has 167 on their interest list. 80 full time, 45 part time, 50 parents have already paid.
  - We will be attending two teacher round ups to look for new teachers.
  - Three of our 7<sup>th</sup> graders won Phoenix Suns/ America West Airlines contest and will going to Houston to see a game and visit the Space Center.
  - One of our 5<sup>th</sup> graders made it to the state level of the geography bee.
  - APEX program - site council answered some parent questions. The parent members will take that information back to the next PIN meeting and then back to SITE for approval.
26. CA - Financial Report – Meeting with Vectra is scheduled for April 16<sup>th</sup> for a school tour with the president of the bank.
27. CA – Business Department Report
  - Changes are being made to some of our school forms, ex. Coaching/Counseling Form
  - Next year we will be over 50 employees in the organization which is a shift in the oversight. The oversight probability increases and the penalties increase also.
  - In updating the employee manual there may be some policies that will need to be looked at also.
  - Need to look at more formal training for supervisors as we grow.
  - Liability insurance renewal is next month.
  - Audit renewal – may need to do by a phone vote.
  - Baypoint funding is on its way and working to get it worked out with CSDC where they want the money to go.
  - Need to think about how future budgets are presented for our two organizations, ATA and CES – maybe color coded.
  - Health Insurance – UHC is getting out of the mid-sized groups. UHC has agreed to bid each school individually. Holmes Murphy, the consultant hired by ACSA will be going out to bid the group. AETNA has agreed to put in a bid. As an organization we will go out to bid again in September when all the new staff is on board for the new school year.
28. CA – High School Development – Report – Jeremy Stephenson
  - Mentorship , practical and project based program
  - Action learning approach
  - Philosophy is set now we need to work on the concrete.
  - Scheduled study session for 4/21/12
29. CA – Board Evaluations – goals
  - Mimi has started on new board member packets.
  - Create a new board member procedure.
  - Recruit a Lawyer
  - Continuing education - watch an open meeting law webinar.
  - Add goals to agenda's as item numbers for quarterly review and re-evaluate goals at the beginning of each new school year.
  - Create a future goal list including policies, procedures, handbooks, etc.

30. Additional Items –

- State recommended that the AIDS/HIV policy is one policy. Put on May's agenda.
- Board training – need to include in next year's budget if possible.

31. Adjourn – motion made by Jeremy Stephenson, 2<sup>nd</sup> by Sharon Malone, vote unanimous. Meeting adjourned 10:45 pm

# Choice Academies, Inc. Grades 9-12 Narrative

## Rationale for the Increase of Grade Levels Served

Arizona students are being well-served by a variety of schools, including charter and district-sponsored schools, through the traditional, back-to-basics approach to education. By adding to that traditional elementary background our complementary emphasis of a classical secondary education with an individualized, entrepreneurial component, we strive to reach a wider segment of families seeking a high quality, comprehensive college preparatory education.

Choice Academies, Inc. was founded in 2006 as a non-profit organization, not only to perpetuate the growing success of charter school education in Arizona, but to propel charter school education forward. With Arizona schools tied in 44<sup>th</sup> place in the United States, charter schools are only beginning to reverse the tide of poor standards, poor classroom management, weak curriculum objectives, and low expectations for student performance so prevalent in Arizona schools. Currently, twelve percent of Arizona's children are being educated in a charter school environment. Waiting lists that often include several hundred children are not uncommon in the Phoenix metro area.

## Target Population

Grades 9 through 12 provide a college preparatory program utilizing a classical teaching approach. A college preparatory program is proactive. It is designed to assist students in gaining access to, achieving success in, and graduating from post-secondary educational institutions. The classical approach helps students to build upon the foundational knowledge learned at the elementary level and allows them to understand the principles behind the information and practical applications for the knowledge they have acquired.

The goal is to provide a high school program serving students from Adams Traditional Academy (ATA), an "A" rated K-8 school located at 2323 W. Parkside Lane in Phoenix.

The families of ATA desire a high school option with a complementary educational philosophy and environment for their children. The high school will strive not to exceed 28 students per class for grades 9-12 and will strive to maintain a 20:1 student-teacher ratio.

ATA will be commencing its fourth year. Currently, ATA has enrolled 776 students for the 2012 school year with 200 students on the waiting list. The enrollment has increased from 215 for 2009-2010 to 400 for 2010-2011 to 512 for 2011-2012. This exponential growth demonstrates the demand for the type of educational philosophy that the high school will provide for ATA's families and the surrounding community.

The proposed high school resides within the boundaries of the Deer Valley School District. The majority of students within an eight mile radius of the proposed high school site attend large high schools. The following large schools within the eight mile radius do not meet the needs of all families who prefer a smaller population for their children's educational experience.

School	Address	# students	notes
Barry Goldwater	2820 W. Rose Garden Lane	2003	9-12 DVUSD
Sandra Day O'Conner	25250 N 35th Ave	2115	9-12 DVUSD
Deer Valley	18424 North 51st Avenue	2200	9-12 DVUSD
Greenway	3930 West Greenway	1320	9-12 Glendale

	Road		Union
Boulder Creek	40404 North Gavilan Peak Parkway	2240	9-12 DVUSD
North Canyon	1700 E. Union Hills	2473	9-12 PVUSD

The area north of the 101 Highway in Phoenix has been heavily developed without sufficient available charter high schools. In the Deer Valley District, variances have been eliminated at many schools due to rapid population growth and shortages of facilities and teachers. There are two college preparatory charter high schools in the area. Glendale Preparatory is located at 71<sup>st</sup> Ave. and the 101 in Glendale, and Anthem Preparatory is located at 41<sup>st</sup> Drive and the I-17 in Anthem. Both schools consistently have waiting lists.

Large businesses in the area, such as Honeywell and USAA, commercial business office complexes, and large commercial distribution offices, provide sources of middle income employment within the community.

The estimated 2009 population within a five mile radius is approximately 195,000. The estimated number of households with children is approximately 26,000. The median household income is \$76,000. According to 2009 projections, about 55% of the adult population has some post secondary education. Based on parental demand of current student population in this area, these families are searching for a college preparatory curriculum that will prepare their students for post secondary educational success.

Based on our analysis, the proposed high school will provide a highly sought after educational program.

### **How the Additional Grades Support:**

#### ***Mission***

Choice Academies, Inc. is dedicated to providing a traditional, back-to-basics education within a framework of high standards and high expectations in a safe environment. Its purpose is to provide students with a strong foundation of knowledge, to teach critical thinking skills, and to develop good citizenship and leadership skills. Designed to build upon the strong foundation of knowledge and critical thinking skills provided in K-8 by Adams Traditional Academy, the proposed high school (grades 9-12) is dedicated to partnering with parents in developing young people who are truly successful in every area of their lives. Using the time-proven approach by which many of the Great Thinkers of history have been educated, the 9-12 grades will help today's high school students to be the guardians of freedom for their own generation and the generations to come through their citizenship and leadership skills.

#### ***Philosophy***

As the parent company of Adams Traditional Academy, the existing K-8 school to which grades 9 through 12 will be added, Choice Academies, Inc. advocates, at the elementary level, a traditional, back-to-basics education, promoting direct classroom instruction, uniforms, and a strong discipline policy. It promotes a strong focus on reading comprehension, writing skills and mathematical skills and concepts. The curriculum and educational objectives go beyond state requirements with a strong humanities component to develop well-rounded, competent students, not only when compared to Arizona state standards, but also when measured against national standards.

Choice Academies, Inc. endorses three primary components critical for educational success. The first is a sound educational philosophy with proven curriculum materials to support learning. The second is the role of competent, qualified, and committed teachers who will be given ample training and resources to support our mission. Finally, the third is the role of the parent. Choice Academies, Inc. believes that learning is a partnership between the teacher, parent, and student. Parents will be encouraged to participate in many aspects of their child's education. These opportunities include direct input into decision making.

Grades 9 through 12 support the first component by utilizing the time-proven approach of the classical model, incorporating classics, in addition to textbooks, to help students understand the principles behind the methods. The second critical component is addressed by providing an ongoing program of personal study for teachers, in addition to administrator-directed professional development. And grades 9 through 12 incorporate the third of the primary components for educational success by providing an opportunity at the beginning of the school year where the student, parents, and teachers meet to create long-term and short-term goals with the student. Teachers are in constant communication with the parents in relation to these goals. In addition, parents who have skills which would benefit the students are invited to share those skills with the student body and act as mentors in helping them to learn and develop those skills.

In order to more fully meet the needs of the incoming high school population, Choice Academies, Inc. will further clarify and expand the application of its philosophy at the high school level in the following manner.

America's founding fathers were able to form this great Nation and establish the freedoms that we have enjoyed for generations because they were educated in **how** to think, not what to think. However, this loss of focus on critical thinking skills has caused us to let our guard down, allowing those freedoms to slowly slip away. This lack of thinking has also negatively affected those who are seeking financial security in an ever-changing job market. We believe that in mentoring students in how to think and act for themselves, we will enable them to both achieve individual success and become true guardians of freedom.

*Family* is valued. Parents are the primary role models and mentors for their children, not merely sideline observers of "standardized" education. Therefore, parental involvement within the school environment and at home is highly encouraged and expected. Furthermore, because we believe that time to develop these relationships is crucial to the success of our students, work given outside of the classroom is moderate.

*Responsibility* is necessary in order to obtain and maintain true freedom. Students are held to high expectations inside and outside of the classroom. Civic responsibility is fostered through community involvement on a regular basis.

*Entrepreneurship* is encouraged because of its ability to provide financial freedom even in the worst economic environment. A person who understands the principles that govern financial success is not held captive in a time of economic struggle.

*Excellence* is expected in every area. Only quality assignments are accepted.

*Dreams* become reality through planning and hard work. The most admirable individuals past and present have been those who many considered unrealistic dreamers. We desire to establish a new generation willing to dream of a better future for themselves and our society and help them develop the ability to plan it, work for it, and create it.

*Observation* of great leaders through reading and exploration of the principles that governed their lives serves as an underpinning for students to achieve their own greatness. Students learn primarily through studying classics and biographies rather than textbooks.

*Mentorship*, not teaching alone, is what allowed men like Thomas Jefferson and America's other founding fathers to become great thinkers, and it's what allows our students who go through grades 9-12 to become the great thinkers of their own generation.

### ***Methods of Instruction***

Classes are scheduled Monday through Friday on an A/B rotation. Entrepreneurialism/Leadership and Personal Development are 45 minutes long, and all other classes are 90 minutes long.

Grades 9-12 will provide at least the state required number of days and hours of instruction. The proposed high school will provide 180 days of instruction from the hours of 7:30 a.m. to 3:00 p.m. for grades 9-12, for an initial hour count of approximately 1215 hours of instruction for the full year.



While teacher-led, whole-group is the primary method of instruction, it will be enriched with individualized student goals, mentoring, accountability, lab components, and small group activities (such as reenactments and role playing). A variety of techniques will be used to address various student learning styles.

In accordance with a traditional back-to-basics philosophy as well as the classical approach, the majority of the assessments will be traditional in nature and each assessment's scores will be based on the individual student's work. Assessments will include, but will not be limited to:

- Curriculum-based assessments
- Nationally-normed tests for pre and post testing
- Teacher-created assessments
- Teacher observation
- Oral Assessment
- Student demonstration/class presentation

### **Program of Instruction**

The framework of our curriculum is based in the back-to-basics, traditional focus with the classical approach in the core subject areas as well as the electives. Curriculum will be based upon approved resources. The curriculum includes:

- **English curriculum:** introduces students to a variety of quality literary works to teach text structure and literary appreciation; provides primary instruction supplemented with independent reading requirements; develops in students an ever-increasing proficiency in reading, analyzing, understanding and interpreting written works; provide students with the skills necessary to express themselves in both written and oral communication. The high school uses the "Excellence in Writing" program.
- **History curriculum:** taught in conjunction with geography because "key concepts of geography, such as location, place, and region are tied inseparably to major ideas of history such as time, period, and events. Geography and history in tandem enable learners to understand how events and places have affected each other across time..." - Educational Resources Information Center (ERIC).
- **Mathematics curriculum:** utilizes the Singapore Math to help students recognize, analyze and describe patterns and relationships in real numbers, algebraic functions, and geometric figures. Students will strengthen and deepen their number sense and their ability to organize their thoughts and use logic, both inductive and deductive, to solve real world problems.
- **Science curriculum:** helps students discover the process of the world around them and begin lifelong experiences in science while preparing for a college track. Methodologies and concepts will be reinforced with a strong laboratory component, and will focus on "STEM" (integration of science, technology, engineering, and mathematics).
- **Leadership and Entrepreneurialism curriculum:** is designed to help the student to become successful leaders within their peer groups, in their communities, and in their future career field. The focus will be on areas such as organization, time management, personal and business economics, interpersonal skills, networking, leading others, and life-long, self-directed learning.
- **Personal Development curriculum:** allows students to develop competency in the areas of personal and consumer sciences and citizenship. Students will learn practical skills like basic home maintenance, goal planning, building strong interpersonal relationships, and time management. During these classes, students will read personal development books such as *How to Win Friends and Influence People* by Dale Carnegie and *The Slight Edge* by Jeff Olsen, and they will spend time with their mentors who will discuss the concepts contained in the books and how to apply them. It is also during this class that students and mentors will work together to help students reach their goals and dreams.
- **Additional curricular areas:** help create well rounded confident members of society. Fine arts, humanities, music, along with physical education/health among others will provide a rich learning environment for students.

### **Course Offerings**

**English:** Scholars must complete 4 years of English.

- Exploring Themes in Literature Year-1 Credit Prerequisite: None

Using classics and collaborative readings, students will explore themes that bridge the past to the present. Evaluating literary elements, improving writing skills and encouraging individual reading will be stressed. Group discussions and presentations will be required throughout the year.

- Honors Exploring Themes in Literature Year- 1 Credit Prerequisite: Teacher approval

Accelerated Exploring Themes in Literature where students will be challenged to be more independent and be prepared to discuss themes in literature on a deeper level.

- American literature Year- 1 credit Prerequisite: None

An integrated language arts course focusing on a survey of American literature studied in context of religious, social and political influences on the authors. Evaluating literary elements, analyzing writing techniques, and developing reading strategies will be accomplished through in-depth study of classics.

- Honors American Literature Year- 1 credit Prerequisite: teacher approval

Accelerated American literature course students will be challenged to be more independent and be prepared to discuss the classics on a deeper level.

- British Literature Year- 1 credit Prerequisite: Exploring Themes in Literature

An integrated language arts course focusing on a survey of British Literature studied in the context of the religious, social and political influences on the authors. Evaluating literary elements and critical analysis through writing will be stressed as scholars study classics.

- Honors British Literature Year- 1 credit Prerequisite: teacher approval

Accelerated British Literature course students will be challenged to be more independent and be prepared to discuss the classics on a deeper level.

- World Literature Year-1 credit Prerequisite: British or American Literature

An integrated language arts course focusing on a survey of World Literature studied in the context of the religious, social and political influences on the author Evaluation of literary elements and critical analysis through writing will be stressed as scholars study classics.

- Honors World Literature Year- 1 credit Prerequisite: teacher approval

Accelerated World Literature course students will be challenged to be more independent and be prepared to discuss the classics on a deeper level.

**History:** Scholars must complete 3 years of history.

- World History /Geography Year- 1 credit Prerequisite: None

This course will begin with the Fertile Crescent down to the beginning of written history. Scholars will then study migrations, geography, cultures and peoples from ancient, medieval, and modern history. Scholars will learn to compare, contrast and analyze civilizations and cultures with their own and draw lessons from the past which will aid them in knowing what Americans must do to enjoy lasting peace, prosperity and freedom.

- American / Arizona History Year- 1 credit Prerequisite: none

Having previously studied American History, including Arizona History and Economics in a sequential format, the high school scholars will now study it through the “eyes” of people who made significant contributions to the development of the nation. Ideas and concepts of government and human relations will be discussed and debate among and between the scholars. Discussions will be guided by reading selections from great classics.

- American Government U.S. Constitution Year- 1 credit

Prerequisite: American History & World History

Students will experience their own freedom trail by learning the lessons learned from Jamestown in 1607 through the constitution in 1787. They will become familiar with the people we call the Founding Fathers and with the 28 principles of liberty, which helped change the direction of the world. Students will learn how the trials, efforts, failures and eventual triumphs of the Founders make them true American heroes. This course also includes the study of the substance and meaning of the U.S. Constitution in its original form together with the amendments since added. The course emphasizes original intent by familiarizing students with the Founders' own words and explanations as to why each principle, phrase or sentence was included in the document. Departures from original intent and meaning will also be reviewed. The texts, *The Making of America* and *The 5000 Year Leap* will be utilized.

**Mathematics:** Scholars must complete at least 4 years of math which must include Algebra 1, Geometry, and Algebra 2.

- Algebra 1      Year- 1 credit      Prerequisite: Pre-algebra

Students enrolled in this course will learn problem solving approaches, thinking and algebraic skills necessary for future mathematics courses and other disciplines. It includes a study of real number systems, linear equations, linear inequalities, exponential functions, quadratic equations, and statistics. Students must show mastery of Algebra 1 before advancing to Geometry.

- Geometry      Year- 1 credit      Prerequisite: Algebra 1

This course will review and extend the skills and topics mastered in Algebra 1. It places emphasis on plane geometry and also includes some solid and coordinate geometry. The course provides students with the opportunity to improve their understanding of spatial relationships, develop inductive and deductive thinking skills, improve problem solving skills in geometric settings, relate algebra to geometry, and develop a deep understanding of ratio and proportions concepts. A protractor, compass, ruler, and scientific calculator are required. Students must show mastery of Geometry before advancing to Algebra 2.

- Algebra 2      Year- 1 credit      Prerequisite: Geometry

This course will cover topics in advanced Algebra and Geometry. Students will further their understanding of linear functions, quadratic equations, matrices, logarithms, rational equations, conic sections, series and sequences, statistics, and trigonometry. Students will discuss and solve real-life applications of the studied topics. Algebra 2 will help prepare students for college math courses and for Pre-Calculus.

- Pre-calculus      Year- 1 credit      Prerequisite: Algebra 2

An in-depth review and cross-course integration of all the topics covered in high school mathematics occupy the beginning of this course. Students will study polynomial and rational functions, logarithms, matrices, sequences and series, and analytic geometry. This course includes an in-depth study of trigonometric functions, identities, and vectors. The difficulty of Pre-Calculus is similar to that of a college freshman or sophomore math course. Students who excel in mathematics or are preparing to pursue an engineering or scientific degree in college are strongly encouraged to take this course. Successful completion of this course qualifies a student for a Math Distinction on his or her diploma. Graphing calculator required.

- Calculus      Year- 1 credit      Prerequisite: Pre-calculus

In this course topics that were introduced in Pre-Calculus will be further defined. A definition of derivatives, integrals, three-dimensional coordinate systems will be introduced and explored. This course will be very similar to the first semester Calculus course offered in Maricopa Community Colleges and Arizona Universities. It is not designed to grant the student college credit, but it will cover many of the same topics as the college courses. Intended to bring together the other math courses in one body of knowledge, this course could be considered a capstone course in High School mathematics.

**Science:** Scholars are required to take Biology plus two other science courses. College track scholars should have Biology, Chemistry and Physics.

- Biology      Year- 1 credit      Prerequisite: none



This course provides further refinement of the skills acquired in the first year. Level I skills are reviewed and new skills are added in the areas of reading, writing, and speaking. Appropriate cultural components are studied.

### **Elective Courses**

- **Leadership and Entrepreneurialism**

Students become successful leaders within their peer groups, in their communities, and in their future career field.

- **Personal Development**

Students gain competency in practical areas such as home maintenance, goal planning, building strong interpersonal relationships, and time management.

- **Computers**

Students develop a mastery of computer skills in order to assist the student with academic and career goals.

- **Fine Arts/Music/Drama**

Prepares all students with a strong foundation and training in proper techniques; encourages students to improve their skills and instill an appreciation for the fine arts, music, and drama.

- **Physical Education/Health**

Students will learn to enjoy and understand the importance of maintaining a physically active lifestyle. Students will improve physical skills while learning the associated rules and etiquette and will learn the importance of cooperation and teamwork. Emphasize physical fitness through a program involving individual or team exercises. Students will learn the importance of nutrition and how to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

### **Proficiency Level Required for Credit and/or Promotion**

Mastery will be a 70% or better in each subject overall and a 70% or better on individual school assessments. Eligibility for class credit is indicated by an overall average of 70% or better on all assignments in the class in the core subjects including English, math, science and history.

Choice Academies, Inc. will offer a variety of remediation opportunities for students, including but not limited to:

- Whole-group: Re-teaching of content
- Individual in-class remediation: School personnel will offer additional guidance to struggling students (those averaging below 70%) during small group and individual assignments
- Individual out-of-class remediation: School personnel will help parents provide at-home assistance for struggling students and will offer parent in-service training to assist with remediation
- Individual out-of-class but in-school remediation: Teachers will provide additional tutoring

### **Credit Transfer Policy**

**Choice Academies, Inc. High School Credit Transfer Policy**

The administrator or designee evaluates all requests for transfer credit (transfer credit is assessed based upon previous course content, completion, and mastery level). Transfer credits are accepted for all courses on transcripts from public high schools in accordance with Arizona State Statute 15-189.03 as follows:

*A. If a pupil who was previously enrolled in a charter school or school district enrolls in a charter school in this state, the charter school shall accept credits earned by the pupil in courses or instructional programs at the charter school or school district. A charter school governing board may adopt a policy concerning the application of transfer credits for the purpose of determining whether a credit earned by a pupil who was previously enrolled in a school district or charter school will be assigned as an elective or core credit.*

*B. A pupil who transfers from a charter school or school district shall be provided with a list that indicates which credits have been accepted as an elective credit and which credits have been accepted as a core credit by the charter school. Within ten school days after receiving the list, a pupil may request to take an examination in each particular course in which core credit has been denied. The charter school shall accept the credit as a core credit for each particular course in which the pupil takes an examination and receives a passing score on a test designed and evaluated by a teacher in the charter school who teaches the subject matter on which the examination is based.*

Students will receive no more than 1.0 credit toward graduation for any one course, even if the course is taken at different schools.

Only courses completed at a Choice Academies, Inc. high school will be included in Grade Point Average calculations. When courses completed at other schools are accepted at the high school as transfer credits, neither percentages nor letter grades are assigned for these courses.

Credits earned before the completion of 8th grade may be awarded upon receipt of an official transcript/school record if the course is determined to be high school-level.

Credits will be awarded only in one half (90 school days) and full units (180 school days). Quarter credits in the same content area may be combined to equal 1/2 or 1 credit. No credit will be awarded for quarter courses.

Any credits earned or transferred in core content areas, beyond the high school's minimum requirement for graduation, will be classified as electives.

ESL /ELL, Special Education and other course distinctions will be evaluated for possible transfer credits on an individual basis. It will be the collaborative discretion of the high school Administration and/or designee to determine how, if any, special education credits transfer.

Credits for home school portfolios will be evaluated on an individual basis and awarded at the discretion of the high school Administration or designee.

In accordance with Arizona State Statute 15-189.03 stated above, within ten days of receiving notification that core credit has been denied, a pupil may request to take an examination for each particular course in which core credit has been denied. The high school shall accept the credit as a core credit for each particular course in which the pupil takes an examination and receives a passing score of 70% or better on a test designed and evaluated by a teacher in the high school who teaches the subject matter on which the examination is based.

## **Graduation Requirements**

All students must earn 24 credits to graduate from the proposed high school.

<b>Curriculum</b>	<b>Proposed High School Graduation Requirements</b>	<b>AZ University Entrance Requirements</b>
English	4	4

Math	4	4
Science	3	3
History	3	3
Foreign Language	2	2
Fine Art	1	1
Physical Education	1	0
Core Courses	18	17
Elective Courses	6	5
<b>Total Required</b>	<b>24</b>	<b>22</b>

### **Changes in Staffing**

For the 2013-2014 school year in which 9<sup>th</sup> grade will be added, the school will utilize current middle school teachers who are highly qualified to teach at the high school level in their subject area. It is anticipated that one new teacher will need to be hired. Choice Academies will only consider applicants who are considered Highly Qualified.