1. Applicant Agreement

Print this sheet, complete and sign the spaces at the bottom, then scan and attach to your application. A Charter Representative of the eligible charter holder must sign the following agreement prior to submitting the application package. Should the agreement be signed by someone other than a Charter Representative, the application package will be deemed Administratively Incomplete.

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the replication application process or revocation after award. I understand that incomplete applications will not be considered.

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter, and that the charter may be amended or modified by mutual agreement, in writing, of the parties pursuant to the terms of the charter contract when signed.

The Applicant acknowledges that the Principals have read all Arizona statutes regarding charter schools and that, if approved to operate a charter school, the Applicant is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.

The Applicant acknowledges that the most current academic data will be provided to the Board for its consideration of the application.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must execute a charter contract with the Arizona State Board for Charter Schools within twelve months of the date of approval of the charter by the Arizona State Board for Charter Schools. A charter that is not timely signed expires.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must begin providing educational services within twelve months of execution of the contract or within twenty-four months of approval of the charter, whichever date occurs later.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must provide the number of days of instruction as approved in the application within the State's fiscal year that begins July 1st and ends June 30th.

Heritage Academy, Inc.	Heritage Academy Queen Creek, Inc.
Name of Current Charter Holder Entity	Name of New Entity (if applicable)
Earl Taylor	Earl Taylor/Jared Taylor
Name of Current Entity Charter Representative *(please print)*	Name of New Entity Authorized Representative *(please print)*
Earl Taylor Jr 09/27/2013	Jared Taylor 09/27/2013
Signature of Charter Representative/Date	Signature of Authorized Representative/Date

2. Current Charter Holder Entity

Name of Charter Holder Entity eligible for Replication ('existing entity'): **Heritage Academy, Inc.**

Name of Replication Model School: Heritage Academy

In the "Principal Information" section, complete and attach all requested documents for all officers, directors, members, or partners of the existing entity.

3. Replication Charter Holder Entity

In this section you will be providing information regarding the consistency in the corporate structure between the existing entity and the new entity. Answer the following question about the entity that will operate the new school by checking the appropriate box and completing any additional information requested.

Will the replication charter be held by the existing entity?

☐ Yes, the existing entity will hold the replication charter. (Skip Section A and go to Governance Structure.)

☒ No, a new entity will hold the replication charter. (Complete Section A below)

Section A: New Entity and Corporate Principals

☒ *Statement of Consistency:* By checking this box, I understand and agree that the Replication Application process requires the organizational structure of the new entity to be consistent with the organizational structure of the existing entity.

Name of New Entity: Heritage Academy Queen Creek, Inc.

Name of Proposed Charter School: Heritage Academy Queen Creek

Authorized Representative(s) for New Entity: Mr. Earl Taylor, Mr. Jared Taylor

Authorized Representative Mailing Address: 32 South Center

City, State: Mesa, AZ

Zip: 85210

County of Proposed School: Maricopa

Authorized Representative Email: etaylor@heritageacademyaz.com; jtaylor@heritageacademyaz.com

Day Time Phone: (480) 969-5641

Fax (optional): (480)969-6972

Form of Organization (*check one*):

☒ Corporation

☐ Partnership/LLC

☐ Sole Proprietorship

☐ Government/Tribal Entity

For-Profit/Non-Profit (*check one*):

☐ For-Profit

☒ Non-Profit

Section A: New Entity and Corporate Principals (continued)

Below, list the names and positions of all Principals (officers, members, directors, partners) of the new entity, and their positions. Also list any other current charters in which they act as a corporate principal or charter representative. Add rows as necessary.

Name	Position	Current Charter Affiliations
Earl Taylor	Director, Authorized Representative	Heritage Academy, Inc.
Jared Taylor	Director, Authorized Representative	Heritage Academy, Inc.

In the "Principal Information" section, complete and attach all requested documents.

Required Exhibits for Section A:

- A copy of Arizona filing required to conduct business in Arizona by the Arizona Corporation Commission or Arizona Secretary of State as per R7-5-201.
- A copy of current Corporate Bylaws/Operating Agreement, as applicable.
- Minutes of the board of the existing entity authorizing application for replication.

4. Principal Information

If the Principal is a current Charter Representative or Principal of an operating charter and you believe current information is already on file with the Charter Board, email the Board office, and attach the confirmation email listing the documents currently on file.

For each Charter Representative, Authorized Representative, or Principal not having confirmed information on file, provide the following documents:

- Copy of VALID Arizona Fingerprint Clearance Card
- Signed and Notarized Affidavit, Disclosure, and Consent for Background and Credit Check
- Background Information Sheet Attachment (2 pages)
- Resume (2 pages max, without personal contact information)
- Verification of Coursework or Degree: if a postsecondary degree is noted on the Background Information Sheet and Resume, the principal must provide scanned copies of school transcripts with official seal or signature from the granting institution, or a watermarked report from the National Student Clearinghouse® (http://www.studentclearinghouse.org).

5. Governance Structure

The **governing body** of a charter school is responsible for the policy decisions of the school (A.R.S. § 15-183.E.8). *In this section you will be providing information regarding the consistency in the governance structure between the existing entity and the new entity.*

☒ *Statement of Consistency:* By checking this box, I understand and agree that the Replication Application process requires the governance structure of the new school to be consistent with the governance structure of the Replication Model School.

Answer the following question by checking the appropriate box and completing any additional information requested.

How will the governance structure of the new school relate to the Replication Model School?

☐ The new school will be operated by the existing entity and have the same governing body as the Replication Model School. (Skip Section B and go to Education Service Providers.)

☐ The new school will be operated by a new entity described in Section A, which will act as the governing body. (Skip Section B and go to Education Service Providers.)

☐ The new school will be operated by the existing entity but with a new, separate governing body which will follow the same membership structure and responsibilities as the current governing body. (Complete Section B)

☒ The new school will be operated by a new entity described in Section A, and have a new, separate governing body which will follow the same membership structure and responsibilities as the current governing body. (Complete Section B)

Section B: New Governing Body

Indicate the make-up of this body below. Add rows as necessary.

Governing Body (Body responsible for the policy decisions of the school.) (A.R.S. § 15-183.E.8)				
Member Type	**Number**	**Name**	**Name**	**Name**
Corporate Principals	1	Earl Taylor		
School Staff	2	TBD	TBD	
Parents	1	TBD		
Community				
Other	1	TBD		

6. Education Service Providers

An **Education Service Provider (ESP)** is an organization that contracts with or has a governance relationship with the Applicant entity to provide comprehensive services. An ESP is considered to have a ***governance relationship*** with the Applicant if the Applicant is a subsidiary of the ESP, the Applicant board has members that are members or employees of the ESP, and/or the ESP has ultimate executive authority over the Applicant, including the power to appoint board members and/or close the school. An ESP is considered to have a ***contractual relationship*** if it will contractually provide operations and management to the Applicant, but the Applicant chooses the affiliation and is independent of the ESP.

In this section you will be providing information regarding the consistency in the Education Service Providers between the existing entity and the new entity. Answer the following questions regarding Education Service Providers (ESP) by checking the appropriate box and completing any additional information requested.

Does the existing entity have a relationship with an ESP?

☐ Yes – Contractual (Complete Section C.1)

☐ Yes – Governance (Complete Section C.2)

☒ No (Skip Section C and go to Target Population of New School)

Section C.1: Education Service Providers – Contractual Relationship

☐ *Statement of Consistency:* By checking this box, I understand and agree the Replication Application process requires that the contractual relationship of the replication charter with an ESP to be consistent with the contractual relationship of the existing entity with an ESP.

What is the name of the ESP? Click here to enter text.

Required Exhibits:

- Copy of the service agreement as executed between the existing entity and the ESP.

Section C.2: Education Service Providers – Governance Relationship

☐ *Statement of Consistency:* By checking this box, I understand and agree the Replication Application process requires that any governance relationship of the replication charter with an ESP to be consistent with the governance relationship of the existing entity with an ESP.

1. What is the name of the ESP? Click here to enter text.
2. Describe the nature of the governance relationship.
   Click here to enter text.

Required Exhibits:

- List of all Arizona schools that the ESP currently manages.

7. Target Population and Enrollment of New School

In this section you will be providing information that supports the replication of the existing charter in an identified area or with an identified population.

☒ *Statement of Consistency:* By checking this box, I understand and agree that the Replication Application process requires the target population of the new school may be similar to the population of the Replication Model School, and that differences must be addressed in responses to the questions below.

☒ *Statement of Consistency:* By checking this box, I understand and agree that the Replication Application process requires the enrollment policies of the new school to be consistent with the enrollment policies of the Replication Model School, and that enrollment of students cannot begin until the charter is signed.

Grades Requested for Replication Charter Contract: 7-12

Grades Served in Year 1: 7-12 Projected Enrollment Cap: 650
Grades Served in Year 2: 7-12 Projected Enrollment Cap: 650
Grades Served in Year 3: 7-12 Projected Enrollment Cap: 650

School Calendar Type: Alternative (Standard, Extended, or Alternative)

If Alternative, describe in ten words or less: 4-day block schedule Monday through Thursday

Instructional Days: 145 Target Start Date: August 6, 2014

Provide a clear, specific and concise response about the proposed target population. The expected page length for all five questions is no more than two pages.

1. Describe the population of the Replication Model School, including the demographic profile, academic performance of students entering the school, and distance travelled by current students.

Demographic profile: The table below summarizes the demographic profile of the Replication Model School:

Demographic Profile	Heritage Academy
White	80%
Hispanic	13%
Black	2%
Hawaiian/Asian/Two or more races	4%
Free and Reduced Lunch Eligibility	Estimated approx. 35%*
SPED	4%
ELL	1%

*Located in downtown Mesa, Heritage Academy is an inner city school and educates a diverse student population. The school estimates the income level of its students by taking into account the free and reduced lunch eligibility of the nearest school districts, where the majority of students reside (Mesa – 78%, Gilbert Unified – 19%, Higley - 17%, Chandler – 28% and Phoenix Unified High School District – 64%). Based on the district's income level data, Heritage Academy estimates that an average of 35% of its students would qualify for the free and reduced lunch legibility.

Academic performance of students entering the school: With respect to the academic performance of students entering the school, 80% of the entering students enter in 7th grade, the school's entry level grade, and 20% in grades 8th and 9th. Because the entering students are primarily from Mesa Unified District (78% of the total population), information on the academic performance of the students who enter in in grades 7th through 9th can be tracked by the district's prior year grades 6, 7, and 8, displayed in the table to the right. The table shows the comparison of the 2012 AIMS passing scores between MUD and AZ. This data indicates that the academic performance of the majority of the students who enter Heritage Academy in grades 7th through 9th is on average at least 5% higher than the overall state population as measured by the 2012 AIMS tests in Reading, Writing and Math.

2012 AIMS Passing Scores		Mesa Unified District (MUD)	Arizona (AZ)	MUD compared to AZ
Grade 6	**Math**	68	61	11% high
	Reading	84	80	5% high
	Writing	61	56	9% high
Grade 7	**Math**	66	62	6% high
	Reading	85	84	1% high
	Writing	51	52	1% low
Grade 8	**Math**	62	57	9% high
	Reading	73	72	1% high
	Writing	n/a	23	n/a

To ensure high academic standards and proper graduation, Heritage Academy uses a placement process with initial assessment of all 7th and 8th grade students entering the Academy, to ensure that all students entering the academy have mastered grade –level skills in reading, writing and math. Heritage Academy uses its in-house curriculum-based placement test, with a study guide published online and designed for students to prepare for the test. The test is graded in the "Approaching" (below grade level) and "Meets" (at grade level) categories. If enrolled students score in the "Approaching" area, they are required to take Summer school and prepare for the 7th and 8th grades.

Distance travelled by current students: Heritage Academy is located in downtown Mesa. The majority of the students reside within the boundaries of Mesa Unified District (78%). Other students reside on the territories of Gilbert Unified (13%), Chandler Unified (3%) and Phoenix Unified High School District (2%) and 3% from other cities in Phoenix Metro area. Students live/travel within a 15-20-mile radius of Heritage Academy and 43 zip codes within Phoenix Metro - some as far as East Mesa, South Gilbert, Chandler, Phoenix, Tempe, Scottsdale, Gold Canyon, Queen Creek, Apache Junction and San Tan Valley.

2. Identify the target population of the proposed school, demonstrating a clear understanding of the students the school intends to serve, including whether the students will be primarily neighborhood or commuter, current levels of academic performance, and a demographic profile.

Demographic Profile	Population Heritage Academy	Proposed Target Population Heritage Academy Queen Creek
White	80%	68%
Hispanic	13%	25%
Black	2%	4%
Hawaiian/Asian/Two or more races	4%	3%
Free and Reduced Lunch Eligibility	Estimated approx. 35%	20%
SPED	4%	12%
ELL	1%	4%

For its Heritage Academy Queen Creek campus, Heritage Academy will target students within a 10-mile radius of the intersection of Germann Rd and Hawes Rd in Queen Creek, AZ. Because this location coincides geographically with with the Queen Creek Unified District, we expect that the target population of Heritage Academy Queen Creek will have similar demographic characteristics, as reflected in the ADE data for the district on GreatSchools.org. This demographic profile is very similar to the demographic profile of the Queen Creek site of Heritage Academy, which opened in SY 2013-14. The students at Heritage Academy Queen Creek will be primarily neighborhood students, in that they are expected to live/travel within 10 miles of the school.

2013 AIMS Passing Scores		Queen Creek Unified District (QCUD)	Arizona (AZ)	QCUD compared to AZ
Grade 6	**Math**	84	63	33% high
	Reading	91	80	11% high
	Writing	78	54	44% high
Grade 7	**Math**	78	65	20% high
	Reading	91	85	7% high
	Writing	73	52	40% high
Grade 8	**Math**	74	58	27% high
	Reading	84	72	17% high
	Writing	n/a	21	n/a
Grade 10	**Math**	71	62	15% high
	Reading	90	83	16% high
	Writing	83	70	19% high

With respect to the academic performance of students entering the school, Heritage Academy estimates that the majority of the students who will enter the school will come from Queen Creek Unified District (78% of the total population). The school will open in SY 2014 and will enroll for all of its grades starting in Year 1. Information on the academic performance of the students who enter in grades 7th through 12th can be tracked by the district's prior year AIMS performance for grades 6, 7, 8, and 10, displayed in the table to the right. The table shows the comparison of the 2013 AIMS passing scores between QCUD and AZ. This data indicates that the academic performance of the majority of the students who will enter Heritage Academy in grades 7th through 12th is at least 20% higher than the overall state population as measured by the 2013 AIMS tests in Reading, Writing and Math.

3. Describe the market analysis that supports the successful enrollment of the projected student count from the target population.

The target market for Heritage Academy Queen Creek includes 13 zip codes, primarily in the East Valley, 8 of which (in southern Gilbert, East Mesa, Queen Creek, and San Tan Valley) overlap with the zip codes of the model replication school. Heritage Academy Queen Creek will provide immediate enrollment of students commuting to the model replication school from those zip codes, and will allow Heritage Academy to leverage on its waiting list and more evenly spread the geographic distribution of its students. Currently, Heritage Academy is fully enrolled with over 150 students on the waiting list. This triggered the school to open a long-requested site in Queen Creek, which continues to attract students in the area and promote the Heritage education model. Using the Education Evaluator tool of the Arizona Charter Schools Association, we mapped 63 public schools (district and charter) that serve 7th through 12th grade student population in the target market area. Those 63 schools serve a total of 45,000 K-12 students. Heritage Academy Queen Creek needs to enroll less than 2% of the student population to meet its enrollment target. Heritage Academy offers grades 7th through 12th, which, based on our surveys and focus groups is the desired grade configuration for the Queen Creek location. Heritage Academy provides a high school model that has proven through over 15 years of experience to work with all sstudents and is sought after by parents and students. Additionally, Heritage Academy Queen Creek targets location within a newly developed and growing housing division (over 1000 new housing permits issued for the area) and has joined efforts with a real estate developer in the area for marketing, advertising and outreach. Importantly, Heritage Academy's strong mission has allowed the school to develop a unique relationship with a major community/business stakeholder, VIP Homes, for the construction of its facilities, which will be specifically architectured and designed to accommodate the instructional programs at the school. The Queen Creek community strongly desires to bring the Heritage Academy educational program to serve the educational needs and make the school a focal community point in the newly developed area as expressed in numerous meetings, community gatherings and focus groups with Heritage Academy's founders.

4. Describe the enrollment practices, processes, and policies of the existing school, as per A.R.S. § 15-184.

Heritage Academy has an open admission, non-discriminatory policy. Admission is not limited based upon ethnicity, national origin, gender, income level, religious affiliation, disabling condition, or athletic ability, however, per state statute, Heritage Academy gives enrollment preference to pupils returning to the school in the subsequent year of its operation and to siblings of pupils already enrolled. The Heritage Academy program begins at the seventh grade with seventh grade classes. Scholars must be at least 12 years old by December 31st of the year of enrollment. To ensure high academic standards and proper graduation, Heritage Academy uses a placement process, which uses assessment tests and tools in the areas of math and English to properly place the scholar in the academic level for which he or she qualifies. As a result of the placement process, if it is determined that an applicant, particularly for the seventh grade, has not mastered sixth grade skills, he or she will not be admitted to Heritage Academy. Students who wish to enter the 9th grade will be expected to meet above requirements or demonstrate having mastered 8th grade skills. Once a program, class, grade level, or building has reached its capacity, then applicants for that program, class, grade level or building will be placed on a waiting list. As slots become available, applications will be processed in the order they were entered on the waiting list. Waiting lists are kept by grade level for the entry year sought. Each list is kept in the chronological order in which the completed application was submitted. No incomplete application is placed on the waiting list. Once space availability is determined, those on the waiting lists will be contacted and scheduled for a placement test and then scheduled for a pre-admittance interview. This interview will inform the prospective scholar and parents of our school policies, specifically determine if the scholar will fill a space that is available, answer any other questions, and enroll the scholar if he/she still desires. Because of the varied nature of grading at different schools, transfer credits will be considered from other schools (high schools and colleges) for graduation only and not for GPA. Only courses taken at Heritage Academy will be

considered toward a student's GPA. As is currently the case, Heritage Academy does not accept any courses for graduation credit in which the student has received a D or an F.

5. Describe the enrollment timeframe that will be implemented by the proposed school, to be shared with the public.

Just like Heritage Academy, Heritage Academy Queen Creek will be an open enrollment public school of choice. If the charter for Heritage Academy Queen Creek is awarded in the Fall of 2013, within a month of receiving the signed charter contact, the school will announce to the public the beginning of its enrollment. Enrollment applications will be accepted through April, 2014. Placement testing for the 7th and 8th grades will be done by the end of April. Admission and registration will start in May, 2014.

8. Facility Acquisition for New School

Answer the following questions regarding facility acquisition by checking the appropriate box and completing any additional information requested.

Has a confirmed facility been acquired for the new school?

☐ Yes (Complete Section D.1)

☒ No (Complete Section D.2)

Section D.1: Confirmed Facility

Address of Confirmed Facility:

Click here to enter text.

Description of Facility Size and Layout:

Click here to enter text.

Required Exhibits:

- Floor Plan or Layout of confirmed facility.

Section D.2: Planned Facility

1. Identify the proposed location of new school by providing cross streets that would be the center of a 2.5 mile radius.

   Heritage Academy Queen Creek will be located within a 2.5 mile radius of the intersection of Germann Rd and Hawes Rd in Queen Creek, AZ.

2. Describe the facility size and layout suitable for implementing the Educational Plan.

   To accommodate its full enrollment of 650 students, Heritage Academy Queen Creek will lease a $50,000+ facility with space for 25 classrooms, office space, multipurpose room, performance space, gym and science labs.

3. Describe the timeline for acquiring a suitable facility by the start date identified in Section 7.

   The site has already been identified and secured by the developer, VIP Homes, and architectural plans are in the works. Construction is scheduled to be completed by July 2014.

9. Educational Plan

To ensure that the charter contract for the Replication charter reflects the current practices of the existing entity and Replication Model School, provide a clear, specific and concise response regarding the existing Educational Plan, as it supports replication. The expected page length for all five questions is no more than two pages.

Provide a statement describing the mission of the new school:

A strong mission statement supports the philosophical pillars of Heritage Academy: The purpose of education is to build strong character. Strong character is reflected in strong families, strong communities and a strong nation. While teaching the academic disciplines, Heritage Academy is dedicated to instilling into the minds and hearts of today's youth knowledge of and respect for the ideals and values of the great men and women of history, including those who founded the American nation. As today's rising generation gains an appreciation of these people of accomplishment they will be ready to provide the selfless service to their fellow citizens and to their country which will be required in the coming years to assist in restoring American greatness. Heritage Academy exists to this end.

☒ *Statement of Consistency:* By checking this box, I understand and agree that the Replication Application process requires the Educational Plan of the new entity and school to be consistent with the Educational Plan of the existing entity and Replication Model School.

1. Provide a description of the charter holder's philosophical approach to improving pupil achievement. Include how this philosophy has impacted the success of the existing school. If a different population will be served in the new school, how does this philosophical approach apply?

Philosophy and Impact: Heritage Academy reflects the Jeffersonian philosophy for small schools, strong character, knowledge of and respect for the ideals and values of the great men and women of history, including those who founded the American nation, and family values. The impact of this philosophical approach can be seen in the overwhelming success of the existing school:

Proven Charter: Heritage Academy, Inc. was granted a charter by the Arizona State Board for Charter Schools in 1995, which in 2010 was renewed for another 20 years.

Strong Academic Performance: Students at Heritage Academy consistently scoring in the 80-100 AIMS range.

Top Rated School: Based on its AIMS 2013 scores, Heritage Academy has a current "A" grade label under the Arizona Department of Education A-F Letter Grade accountability model. The school has sustained that excelling performance for the last two years, building on the "Highly Performing" and "Excelling" status ever since the introduction of the AZ LEARNS state accountability system.

Accredited School: Heritage Academy is fully accredited by AdvancEd, formerly the North Central Association's Commission on Accreditation and School Improvement.

Strong Demand: For the last 13 years Heritage Academy has doubled its student enrollment at its current campus (from 368 students enrolled in SY 2002 to 656 students enrolled in school years SY 2014). The school expanded its outreach by opening a site in Queen Creek for 150 students. Additionally, communities all over Phoenix Metro are expressing their support and demand for the school choice, which Heritage Academy provides.

Retention Rate: Average retention rate between the grades for the last 13 years is over 95%. This retention rate is exemplary compared to other higher performing charter schools, averaging between 85% and 90%. This is a very strong trend for the existing high demand for Heritage Academy's educational program.

Highest Outside Ratings:

- Rated 10 (the highest rating) for 2012 by GreatSchools. GreatSchools ratings are based on the most recent standardized test results for schools.
- Received 5 stars (the highest) for 2012 by SchoolDigger. SchoolDigger ranks Heritage Academy Inc. 17th of 496 Arizona school districts.

2. Describe the existing program of instruction of the current school, including methods of instruction and curriculum for the core academic content areas, which supports this philosophy and aligns to Arizona Academic Standards.

The philosophy and mission drive the **curriculum** at Heritage Academy. The core curriculum at Heritage Academy is designed to assist the scholars in meeting and exceeding the Heritage Academy's high school graduation requirements, as well as prepare for college and/or career. Junior High courses at Heritage Academy are designed to assist the scholars in meeting and exceeding the basic requirements in English, History, Math and Science before progressing on to the high school curriculum. It is supplemented with classical languages, reading, and writing. High School Scholars complete 4 years of English; 4 years of math - Algebra I, Geometry, Algebra II and either Pre-Calculus or Trigonometry; 3 years of Social Studies in American History, World History, American Government/U.S. Constitution and Economics; 2 years of studies in the same foreign language. Scholars take Conceptual Science, Biology plus two other science courses. College track scholars take Biology, Chemistry and Physics. Elective courses at Heritage Academy support the core curriculum and encourage scholars to improve their skills and instill an appreciation for the performing arts, improve physical skills, learn the associated rules and etiquette, and learn the importance of cooperation and teamwork. The scholars at Heritage Academy participate in team sports and compete in the Canyon Athletic Association. Dual Enrollment courses through a partnership with Rio Salado College and Grand Canyon University enable scholars to earn college credit while attending high school. The curriculum meets and exceeds the Arizona State Standards as evidenced by the high academic performance of the Heritage Academy scholars.

The table below presents the curriculum sequence across the grades at Heritage Academy:

	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
English **Reading/Writing**	Literature Grammar,Speaking, Writing Reading	Literature Grammar,Speaking, Writing Library Science Writing	American Literature I	American Literature I	British/World Literature	British/World Literature
Social Studies	American/Arizona History I	American/Arizona History II	World History/ Geography	American History	American History Dual Enrollment	US Government Economics
Mathematics	General Math	Pre-Algebra Algebra I	Geometry	Algebra II	Pre-Calculus Trigonometry	Calculus
Science	Intro to Science I	Intro to Science II	Conceptual Science	Biology	Chemistry	Physics
Foreign Language	Latin I	Latin II	1st Year Foreign Language Spanish, French	2nd Year Foreign Language Spanish, French		
Electives:						
Technology	Computers					
Fine Arts	Music: Choir, Band, Orchestra; Drama/Performance; Art					
Physical Education	Martial Arts: Kenpo; Dance: Ballroom; Fitness; Competitive Sports					
General Electives	Drivers Education; Service Learning Tutoring; Sports Management; Digital Imaging; Video and Technology Aid					

The philosophy and mission for high quality instruction and character building at Heritage Academy guide the **methods of instruction** that delivers the curriculum at the school. The basis of the instructional methods at Heritage Academy is found in time-tested models such as the Harvard Case Study model. This method introduces concepts prior to the formal class via video, reading, or project. The concept is then discussed further and reinforced in the classroom through discussion and the subsequent homework assignments. Additional methods such as spiral learning and rigorous application of the scientific method further strengthen the math and science curriculum. Traditional instruction methods are also used. The English and History curriculum incorporate a consistent reading of the classics and primary documents of American and world history. Teachers follow up these readings with classroom activities such as simulations, dialectics, and Socratic methods to deepen the learning experience. Instruction is strengthened with writing assignments, including research papers and verbal presentations. The curriculum is delivered in a four-day, 95 min.-block schedule with classroom sizes which vary between 20-25 students for most academic classes.

3. Present an explanation of how the implementation of the existing program of instruction meets the needs of the proposed target population.

The program will provide additional high quality choice for students and parents and will meet the needs of the target population for increased student achievement, small school, small class size, family-type high school environment and strong character culture. The existing program of instruction at Heritage Academy has proven to be an effective method of teaching of various student populations as demonstrated by high standardized test scores, high retention rates, strong graduation rate, increasing demand (enrollment) and it will be equally successful in educating and meeting the needs of the target population. True to its mission for developing young scholars with strong character and deep knowledge and respect for the ideals and values of the great men and women of history, including those who founded the American nation, Heritage Academy has established and further developed and its educational model over the course of 15 years. The Heritage Academy program is a 7th through 12th grade high school model, which has proven to work as evidenced by the school's top-rated status and academic achievement levels of all of its students. This model is best suited for the junior high grades 7th and 8th in combination with the high school grades, as it prepares them early enough for the rigor of the high school program. Heritage Academy provides a small school, small class size, family-type environment for all of its students, which is highly sought after and in demand in the target community.

4. Describe the level of proficiency that students must obtain to demonstrate mastery of academic core content and clear criteria for promotion from one level to the next.

Grade Percentage	Letter Grade	Quality Points
97 and above	A+	4.33
93-96	A	4.00
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67

Scholars are awarded one-half credit for demonstration of academic core content mastery of 70% (grade of "C" or better) based on course performance standards.

Scholars earning a letter grade "D" receive zero credits for the class and may be required to repeat the course as follows:

✓ High School scholars failing a core class are required to retake the course prior to advancing to the next course.

✓ Junior High scholars failing one or more core courses in an academic year are required to repeat the entire grade.

5. If your school serves a high school population, identify graduation requirements for the school that will meet State requirements. Describe the process and criteria for awarding course credit.

	Heritage Academy Credits	State of Arizona Credits	In-State University/College Entrance Credits
English	**4**	**4**	**4**
Mathematics	**4**	**4**	**4**
Science	**4**	**3**	**3**
Social Studies	**3**	**3**	**2**
Foreign Language	**2**	--	**2**
Fine Arts	**2**	**1**	**1**
Physical Education	**2**	--	--
Required Core Courses	**21**	**15**	**16**
Elective Courses	**5**	**7**	**4**
Total Required	**26**	**22**	**20**

Heritage Academy requires **26 credits of high school study for graduation,** which exceeds the minimum state requirement of 22 credits. The table to the right lists the specific credit requirements per subject area that the students must earn, compared to the AZ state requirements and In-State/College entrance credit requirements. These high standard requirements ensure that scholars graduating Heritage Academy are prepared to succeed in high level university and college courses. In addition to meeting the general graduation requirements, scholars are also required to pass the core competencies of Arizona's Instrument to Measure Standards (AIMS) test. **Course credits** are awarded on a semester basis. All courses taught for credit receive a letter grade or a pass/fail option.

- Scholars are awarded one-half credit for demonstration of course mastery of 70% (grade of "C" or better) based on course performance standards. Scholars earning a letter grade "D" receive zero credits for the class and may be required to repeat the course. High School scholars failing a core class are required to retake the course prior to advancing to the next course. Junior High scholars failing one or more core courses in an academic year are required to repeat the entire grade.
- Transfer credits are evaluated based on official transcripts to determine whether a course will be accepted as a core or elective course.

Required Exhibit: (for schools offering high school grades only)

- Menu of course offerings including course titles and brief descriptions.

10. Operational Plan

Provide a clear, specific and concise response regarding the operational plan for the entity requesting replication. The expected page length for all three questions is no more than one page.

1. Describe the organization's strategic growth plan and desired outcomes over the next five years in Arizona. Include: number of schools with grades served including expansion progression, projected opening dates, and projected number of students served.
   Heritage Academy has developed a strategic plan for growth, which includes the opening of two replication campuses – one in Queen Creek and one in Laveen. Both campuses will replicate the existing successful model serving students in grades 7th through 12th. Each campus will serve 650 students. Both campuses are scheduled to open in August, 2014. With this expansion, Heritage Academy targets to serve nearly 2,000 students and increase the access to its high quality high school education in Metro Phoenix. Prospective families will be drawn to the Heritage educational model expressed in its curriculum of the school, its strong mission, strong academic performance results, family values and small school culture.

2. Summarize the organization's capacity to support the quality and long-term academic and operational success and financial viability of the replication school, and proposed growth of the school over the next three years.
   Heritage Academy is an organization with over 15 years of operation and has developed the necessary organizational, business and managerial capacity to execute its long-term strategic plan. The administrative and educational functions are well distributed within the organization, which is staffed with highly qualified teaching and administrative personnel. Heritage Academy believes in promoting from within - the Principal for the Queen Creek campus has already been identified among the existing faculty and is serving as such the extension site. He is well trained in the culture of the Heritage educational model, including operational and instructional processes that are key to the successful operation of the school. Teaching personnel is in the process of being identified. The school has already received an overwhelming number of applications and the best are being identified with talent acquisition processes used at Fortune 500 companies such as Motorola, Honeywell, and GE. All new teachers will participate in new teacher orientation and will receive training on the curriculum and instructional methodology. Teachers at Heritage Academy have built and maintain portfolio of best lessons and best practices, which will be shared with their colleagues at the new campus. The school has adopted and applies some of the best managerial models in its decision making and planning processes. Evidence that the Heritage model works is the 20-year extension of the charter contract based on the successful academic and financial operation of the school.

3. Discuss your operational capacity to open and operate schools successfully, including lessons learned from past expansion, and how you plan to avoid or minimize challenges in the replication school.
   Heritage Academy has the operational capacity to open and operate the new school successfully. The school is led by a Board of Directors who possesses strong leadership capacity in academics, operations and business management, financial activities and community development. Additionally, the school has developed a unique partnership with one of the Valley's prominent real estate developers, who will invest and build brand new facilities for the school, specifically designed to house its educational model. The organization is led by an experienced Business Manager, with expertise in human resources and business processes, acquired in organizations such as Motorola and Honeywell and GE, which he is able to further refine and apply at Heritage Academy. With respect to lessons learned, in the process of opening a new site, Heritage Academy was able to acquire experience and develop expertise in facilities development, construction, time management, working with the different stakeholders of the new operation, marketing and advertising. During that time, Heritage Academy also acquired experience in analyzing and solving any bottle necks associated with replicating the Heritage educational model to a new location.

11. Business Plan

The **Financial Performance Framework** gauges both near-term financial health and longer term financial sustainability, and is described in the *Financial Performance Framework and Guidance* document, available on http://asbcs.az.gov. An existing entity that receives one or more "Falls Far Below Standard" and/or two or more "Does Not Meet Standard" does not meet the Board's financial performance expectations and must submit additional information as part of its replication application.

Answer the following questions regarding the financial performance of the existing entity by checking the appropriate box and completing any additional information requested.

Does the financial performance of the existing entity meet the Board's financial performance expectations?

☒ Yes (Skip Section E and go to Principal Information)

☐ No (Complete Section E)

Section E: Business Plan for Expansion

Provide a clear, specific and concise response regarding budgets and finances.

Required Attachments:

- **Financial Performance Information**: As described on page 13 of the *Financial Performance Framework and Guidance* document, address each Financial Performance Framework measure where the existing entity received a "Falls Far Below Standard" or "Does Not Meet Standard."
- **Start-Up Budget**: Provide a budget to cover expenses projected to occur during the start-up period (Until August 1 of the year the school opens).
- **Three Year Operational Budget**: Provide a budget to cover expenses projected to occur during the first three years of operation.
- **Assumptions**: For each budget, provide a separate document describing assumptions for each line item, to include disaggregated costs, and basis for determining for those costs. Demonstrate through the assumptions that the amounts listed are viable and adequate for the start-up period and first three years of operation.

Note: Templates for the Budgets will be provided as separate Excel files and are located at http://asbcs.az.gov/applicant_resources.

12. Checklist for Replication Application

Ensure you have completed all these steps before submitting your application to the ASBCS.

☒ Completed, signed and attached the "Applicant Agreement" form

☒ Completed "Current Charter Holder Entity" section

☒ Completed "Replication Charter Holder Entity" section, with all applicable exhibits

☒ Attached all documents specified in the "Principal Information" section for all Charter Representatives, Authorized Representatives, and Principals

☒ Completed "Governance Structure" section

☒ Completed "Education Service Providers" section, with all applicable exhibits

☒ Completed "Target Population and Enrollment of New School"

☒ Completed "Facility Acquisition for New School" section, with all applicable exhibits

☒ Completed "Educational Plan" section, with all applicable exhibits

☒ Completed "Operational Plan" section

☒ Completed "Business Plan" section, with all applicable attachments

☒ Named all files according to the "Formatting Requirements" described in this application

- ☒ Burned files to a CD-R OR copied files to a flash drive
- ☒ Backed up all files on your computer
- ☒ Delivered the CD-R/flash drive containing application files to the ASBCS office with one paper copy of the complete application package

Attachments

- *Print or copy the following forms as needed.*
- *Refer to the Formatting Requirements when attaching files to the application.*
- *These blank form templates may be deleted from your application file when complete.*

On May 13, 2013, the Board approved the Replication Application, which includes templates and attachments designated by the Board. Templates and attachments must not be altered from the approved content, format and sequence approved on May 13, 2013. A replication application package may be deemed administratively incomplete if it contains modifications to the content, format or sequence of the templates or attachments or if it contains templates or attachments that were approved for use in a prior fiscal year.

RECEIVED
SEP 26 2013
ARIZONA CORP. COMMISSION
CORPORATIONS DIVISION

ARTICLES OF INCORPORATION
OF
Heritage Academy Queen Creek, Inc.
an Arizona nonprofit corporation

1. Name. The name of the Corporation is Heritage Academy Queen Creek, Inc.

2. Duration. The duration of the Corporation shall be perpetual.

3. Members. The Corporation shall not have members.

4. Purpose. The Corporation is organized and shall be operated, as a nonprofit corporation under the laws of the State of Arizona, exclusively for charitable, and educational purposes, within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future United States Internal Revenue law (the "Code"). The Corporation may conduct any or all lawful affairs for which an Arizona nonprofit corporation may be incorporated except for activities not permitted to be carried on (a) by a corporation described in section 501(c)(3) of the Code or (b) by a corporation, the contributions to which are deductible under section 170(c)(2) of the Code.

5. Initial Business. The Corporation shall operate a public charter school.

6. Statutory Agent and Business Address.

a. The name and address of the statutory agent is Jared Taylor, 32 South Center Street, Mesa, Arizona 85210.

b. The address of the known place of business for the Corporation is 32 South Center Street, Mesa, Arizona 85210.

7. Incorporator: The name and address of the sole incorporator of the Corporation is:

Jared Taylor
32 South Center Street
Mesa, Arizona 85210

All powers, duties and responsibilities of the incorporator shall cease at the time of filing of these Articles of Incorporation with the Arizona Corporation Commission.

8. Board of Directors. The initial Board of Directors shall be comprised of two (2) directors. The following persons will serve as the initial directors until the first annual meeting of the directors or until their successors are elected and qualified:

Jared Taylor 32 South Center Street Mesa, Arizona 85210	Earl Taylor 32 South Center Street Mesa, Arizona 85210

9. Limitations. No part of the net earnings of the Corporation shall inure to the benefit of any private shareholder or individual, within the meaning of section 501(c)(3) of the Code. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, except as is otherwise provided in section 501(h) of the Code, and the Corporation shall not participate or intervene in (including publishing or distributing statements) any political campaign on behalf of any candidate for public office, all within the meaning of section 501(c)(3) of the Code.

10. Dissolution. Upon the dissolution of the Corporation, after paying or making provision for the payment of all the liabilities of the Corporation, the Board of Directors shall either dispose of all its assets exclusively for one or more exempt purposes, within the meaning of section 501(c)(3) of the Code, or distribute the assets to such organizations as shall then qualify as exempt organizations under section 501(c)(3) of the Code. Any such assets not disposed of by the directors shall be disposed of by a court of competent jurisdiction of the county in which the principal place of the Corporation is then located exclusively for charitable, scientific, or educational purposes within the meaning of section 501(c)(3) of the Code or to organizations, as said court shall determine, that are organized and operated exclusively for such purposes.

11. Liability of Directors and Officers. To the full extent now or hereafter permitted by law, any and all personal liability of a current or former director, officer, employee, or agent to the Corporation for damages, monetary or otherwise, for breach of any duty as a director, officer, employee or agent, including without limitation, fiduciary duty, is eliminated. The private property of the Corporation's directors, officers, employees and agents shall be exempt from all corporate debts.

12. Private Foundation. The Corporation is not intended to be a foundation; however, if, and for as long as, the Corporation is a private foundation, as defined in section 509(a) of the Code:

a. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to tax under section 4942 of the Code;

b. The Corporation shall not engage in any action of self-dealing, as defined in section 4941(d) of the Code;

c. The Corporation shall not retain any excess business holdings, as defined in section 4943(c) of the Code;

d. The Corporation shall not make any investments in such manner as to subject it to tax under section 4944 of the Code; and

e. The Corporation shall not make any taxable expenditures, as defined in section 4945(d) of the Code.

IN WITNESS WHEREOF, for the purpose of setting forth the Articles of Incorporation of the Corporation under Arizona law, the undersigned Incorporator has executed these Articles of Incorporation as of September 26, 2013.

Jared Taylor

Jared Taylor

BYLAWS

OF

Heritage Academy Queen Creek, Inc.
an Arizona nonprofit corporation

MISSION STATEMENT

Heritage Academy Queen Creek, Inc. was formed to operate the Heritage Academy Queen Creek, a public charter school in the State of Arizona (the “Academy”). The Board of Directors (the "Board") may adopt and amend from time to time, a Mission Statement, and upon adoption, such Mission Statement shall be attached to and become a part of these Bylaws.

ARTICLE I: OFFICES AND CORPORATE SEAL

SECTION 1. Arizona Office. The corporation shall maintain an office in Maricopa County, Arizona.

SECTION 2. Other Offices. The corporation may also maintain offices at such other place or places, either within or without the State of Arizona, or within or without the United States of America, as the Board may designate from time to time, and the corporation may transact its business at such other offices with the same effect as that conducted at the principal office.

SECTION 3. Corporate Seal. A corporate seal shall not be requisite to the validity of any instrument executed by or on behalf of the corporation, but nevertheless if in any instance a corporate seal be used, the same shall be either (i) a circle having on the circumference thereof the name of the corporation and in the center the words "corporate seal," the year incorporated, and the state where incorporated or (ii) a circle containing the words "corporate seal."

ARTICLE II: BOARD OF DIRECTORS

SECTION 1. Powers. Subject to any limitations set forth in the articles of incorporation, these bylaws, or applicable laws, the Board shall manage and control the assets and affairs of the corporation.

SECTION 2. Qualifications of Directors. Directors need not be residents of the State of Arizona or parents of students at the Academy.

SECTION 3. Number and Election of Directors; Staggered Terms. The whole Board shall comprise not less than one (1) nor more than ten (10) directors. The initial Board appointed in the articles of incorporation shall serve as the corporation's directors until the first annual meeting of the Board or until their successors are appointed. The Board shall appoint such

additional directors or replacement directors as it deems necessary All directors must be appointed or reappointed by the Board annually or otherwise on the expiration of their term in office. At the first annual meeting, the Board shall appoint one director to a one-year term, and one director to a two-year term. At the second annual meeting, and at each subsequent annual meeting, the Board shall appoint directors to replace the directors whose terms are then expiring. Each director shall serve for staggered two-year terms, or until their successors are elected and qualified. Directors may serve for any number of consecutive terms.

SECTION 4. Voting Rights. All directors shall have equal voting rights on all matters to come before the Board.

SECTION 5. Vacancies. Vacancies may be filled by the Board. The directors so chosen shall hold office until the expiration of the term of the director whose vacancy is being filled.

SECTION 6. Annual Meetings. The Board shall meet at least twice annually for the purpose of organization, the appointment of directors and officers, and the transaction of other business. The annual meetings shall be held at or about the end of each school year; however, directors may change the place and time of such meeting.

SECTION 7. Special Meetings. The president or the secretary may call special meetings of the Board and must do so on the written request of the any two directors.

SECTION 8. Regular Meetings. The Board may hold regular meetings without notice at such time and place as the Board may determine.

SECTION 9. Notice of Meetings; Open Meeting Laws. Except in cases of emergencies, notice of all Board meetings shall be given by mailing the same at least five (5) days or by communicating such notice by telephone, or electronic or facsimile transmission, at least two (2) days before the meeting to the usual business or residence address of each of the directors on file with the corporation. Any business may be transacted at any Board meeting. The president shall prepare an agenda for each meeting of the Board, which shall be transmitted to the Board together with notice of such meeting. At any meeting that every director attends (whether or not notice has been given or waived), any business may be transacted.

SECTION 10. Waiver of Notice. A director's attendance at a meeting shall constitute waiver of notice of such meeting, except when the director attends the meeting for the express purpose of objecting to the transaction of any business because the meeting was not lawfully called or convened. Any director may waive notice of any annual or special meeting of the Board by executing a written waiver of notice either before or after the time of the meeting.

SECTION 11. Presiding Officers. The presiding officer at Board meetings shall be the President or, in his or her absence, the directors present shall designate one of their number to preside.

SECTION 12. Quorum. At all meetings of the Board, a majority of the directors shall constitute a quorum for the transaction of business, and the act of a majority of the directors present at any meeting at which there is a quorum shall be the act of the Board, except as may be otherwise specifically provided by Arizona statute, the articles of incorporation, or these bylaws. If at any meeting, less than a quorum attends, a majority of those present may adjourn the meeting without further notice to any absent director.

SECTION 13. Action Without a Meeting. Unless otherwise restricted by the articles of incorporation or these bylaws, any action required or permitted to be taken at any meeting of the Board or of any committee thereof may be taken without a meeting, if all members of the Board or committee, as the case may be, consent to the action in writing, and the writing or writings are filed with the minutes of proceedings of the Board or committee.

SECTION 14. Place of Meetings. The Board may hold meetings, annual, regular, and special, either within or without the State of Arizona. It may hold such meetings by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this section shall constitute presence in person at such meeting.

SECTION 15. Committees of the Board. The Board, by resolution adopted by a majority of the full Board, may designate from among the members of the Board one or more committees, each of which, to the extent provided in such resolution and permitted by law, shall have and may exercise such authority as may be delegated to it by the Board, except that no such committee may exercise the Board's authority to (1) fill vacancies on the Board or any committee thereof; (2) adopt, amend, or repeal the bylaws; or (3) fix the compensation of directors. The Board, with or without cause, may dissolve any such committee or remove any member thereof at any time. The designation of any such committee and the delegation thereto of authority shall not operate to relieve the Board, or any member thereof, of any responsibility imposed by law.

SECTION 16. Removal. Any director may be removed, with or without cause, by the vote of two-thirds of the directors then serving. A removed director who also serves as an officer of the corporation, shall automatically cease to hold such position upon his removal as a director.

ARTICLE III: MEMBERS

The corporation shall not have members.

ARTICLE IV: OFFICERS

SECTION 1. Designation of Titles. The officers of the corporation shall be a president, a secretary, and a treasurer. Unless the articles of incorporation or these bylaws otherwise provide, the same person may hold any number of offices. The Board may require any such officer, agent, or employee to give security for the faithful performance of his duties.

SECTION 2. Election, Term of Office, Qualification. The Board shall elect the officers of the corporation annually. Each officer shall hold office for one year or until his successor shall have been duly elected, until his death, or until he resigns or is removed.

SECTION 3. Subordinate Officers. The Board may appoint such subordinate officers, agents, or employees as the Board may deem necessary or advisable, including one or more vice presidents, one or more assistant treasurers, and one or more assistant secretaries, each of whom shall hold office for such period and have such authority and perform such duties as are provided in these bylaws or as the Board may from time to time determine. The Board may delegate to any officer or to any committee the power to appoint any such additional officers, agents, or employees. Notwithstanding the foregoing, no assistant treasurer shall have power or authority to collect, account for, or pay over any tax imposed by any federal, state, or city government.

SECTION 4. Removal. The Board may remove any officer or agent whenever in its judgment the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person removed. Election or appointment of an officer or agent shall not of itself create any contract rights.

SECTION 5. Vacancies. A vacancy in any office, because of death, resignation, removal, or any other cause, shall be filled for the unexpired portion of the term in the manner prescribed in this Article IV for election or appointment to such office.

SECTION 6. President. The president shall be the principal executive officer of the corporation and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the corporation. In particular, he shall preside at all meetings of the Board, represent the corporation at official functions, initiate contact with other professional organizations, as appropriate, coordinate and delegate responsibility for fund raising efforts, and delegate and coordinate duties to individual Board members and officers, as necessary. He may sign deeds, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the Board or these bylaws shall expressly delegate the signing and execution thereof to some other officer or agent of the corporation or where the law requires such deeds, mortgages, bonds, contracts, or other instruments to be otherwise signed or executed.

Finally, the president shall in general perform all duties incident to the office of president and such other duties, not inconsistent with these bylaws, as the Board may from time to time prescribe.

SECTION 7. Vice-President. The vice-president shall have such powers and perform such duties, not inconsistent with these bylaws, as the Board or the president may from time to time prescribe. At the request of the president, or in case of his absence or inability to act, the vice-president shall perform the duties of the president and when so acting shall have all powers of, and be subject to all the restrictions upon, the president.

SECTION 8. Treasurer. The treasurer shall have charge and custody of, and be responsible for, all the funds and securities of the corporation and all monies collected from fundraising and other miscellaneous activities, shall keep full and accurate accounts of receipts and disbursements in books belonging to the corporation, and shall deposit all monies and other valuable effects in the name of and to the credit of the corporation in such banks and other depositories as may be designated by the Board. The treasurer shall render to the president and to the directors at regular meetings of the Board, or whenever the directors may require it, statements of all the corporation's transactions and accounts of the financial condition of the corporation. And in general, he shall perform all duties incident to the office of treasurer and such other duties, not inconsistent with these bylaws, as the Board may from time to time assign to him.

SECTION 9. The Secretary. The secretary shall act as secretary of the Board and shall keep the minutes of all meetings of the Board. He shall keep an accurate list of Board members and their attendance, give notice of all Board meetings, and distribute minutes to the Board members. He shall be custodian of the corporate seal and shall affix the seal, or cause it to be affixed, to all proper instruments when deemed advisable by him. He shall have charge of the books, records, and papers of the corporation relating to its organization as a corporation, shall maintain all historical records of the corporation's activities, and shall see that the reports, statements, and other documents required by law are properly kept or filed. And he shall in general perform all the duties incident to the office of secretary and such other duties, not inconsistent with these bylaws, as the Board may from time to time prescribe.

ARTICLE V: COMMITTEES

SECTION 1. Designation. The Board may establish such sub-committees as it deems necessary or appropriate from time to time. Members of any subcommittee need not be members of the Board.

SECTION 2. Administration. The chairman of each committee shall be a member of the Board. Other members of such committees need not be members of the Board. The President shall serve as an ex-officio member of all committees, sub-committees and ad-hoc committees, and will attend meetings when requested by the chairman.

SECTION 3. Reports. Each committee shall present a written report of its activities to the Board at least annually, and shall present interim reports (which may be written or oral) at such intervals as the Board or the President deems appropriate.

SECTION 6. Open Meetings. To the extent required by applicable law, all official actions and deliberations by a quorum of the Board (other than those permitted to be taken in executive session) shall take place at a meeting open to the public as provided in the Arizona Open Meeting Law, A.R.S. §§ 38-431, et seq.

SECTION 7. Books and Records. The Board shall maintain such books and records, if any, as are required to be maintained by it pursuant to Section 39-121 of the Arizona Revised Statutes, as amended, and the rules and regulations adopted from time to time by the State Board for Charter Schools. To the extent applicable, such books and records shall be subject to applicable Arizona laws, rules and regulations pertaining to public records, including A.R.S. §39-121, et seq.

ARTICLE VI: COMPENSATION AND RESIGNATIONS

SECTION 1. Fees and Compensation. No director, officer, or committee member shall receive any compensation for his or her services in that capacity. By resolution of the Board, each director may be paid his reasonable and necessary expenses (if any) of attendance at each meeting of the Board.

SECTION 2. Loans. The corporation shall not lend money to or use its credit to assist its directors, whether or not employees, or officers. Any director or officer who assents to or participates in the making of any such loan shall be liable to the corporation for the amount of such loan until repaid.

SECTION 3. Resignations. Any director or officer may resign his office at any time by giving notice of his resignation to the president or the secretary of the corporation. Such resignation shall take effect at the time specified therein or, if no time be specified therein, at the time of the receipt thereof, and the acceptance thereof shall not be necessary to make it effective.

ARTICLE VII: FISCAL YEAR

The fiscal year of the corporation shall be as determined by the Board.

ARTICLE VIII: CONTRACTS, LOANS, CHECKS, AND DEPOSITS

SECTION 1. Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

SECTION 2. Loans. No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board.

SECTION 3. Checks and Drafts. All checks, drafts, or other orders for the payment of money, or notes or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as the Board shall, by resolution, from time to time determine.

SECTION 4. Deposits. All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositaries as the Board may select.

SECTION 5. Gifts. The corporation may accept any gift, bequest or devise for the general purposes or for any special purpose of the corporation.

ARTICLE IX: VOTING SHARES OR INTERESTS IN OTHER ENTITIES

Unless otherwise ordered by the Board, the president shall have full power and authority on behalf of the corporation to vote either in person or by proxy at any meeting of any corporation or other entity in which the corporation may hold shares, a member interest or any other interest, and at any such meeting, he may possess and exercise all of the rights and powers incident to the ownership of such shares or other interest which, as the owner thereof, the corporation might have possessed and exercised if present. The Board may confer like powers upon any other person and may revoke any such powers as granted at its pleasure.

ARTICLE X: PROHIBITION AGAINST SHARING IN CORPORATE EARNINGS

SECTION 1. Inurement. No director, officer, employee, member of a committee of or person connected with the corporation, or any other private individual shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation. The foregoing shall not prevent the payment to any such person of such reasonable compensation for services rendered to or for the corporation in effecting any of its purposes or reimbursement for necessary and reasonable out-of-pocket expenses as shall be fixed by the Board. No such person or persons shall be entitled to share in the distribution of any of the corporation's assets upon the dissolution of the corporation. Upon such dissolution or winding up of the affairs of the

corporation, the Board shall, after paying or making provision for the payment of all of the liabilities of the corporation, either dispose of all of the assets of the corporation exclusively for one or more exempt purposes, within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or distribute the assets to one or more organizations that shall then qualify as exempt organizations under section 501(c)(3) of the Code. Any such assets not so disposed of or distributed shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for charitable, scientific, or educational purposes within the meaning of section 501(c)(3) of the Code or to such organizations as said court shall determine are organized and operated exclusively for such purposes.

SECTION 2. Prohibited Activities. Neither the corporation, nor any of its directors, officers or agents, shall engage in any act that would constitute a basis for denial or rescission of its tax exemption under applicable law. In this regard, the corporation shall not: lend any part of its income or corpus, without receipt of adequate security and a reasonable rate of interest; pay any compensation, in excess of a reasonable allowance for salaries or other compensation for personal services actually rendered; make any part of its services available on a preferential basis; make any substantial purchase of securities or any other property for more than adequate consideration in money or money's worth; sell any substantial part of its securities or other property for less than an adequate consideration in money or money's worth; or engage in any other transaction which results in a substantial diversion of its income or corpus to a person who has made a substantial contribution to the Corporation, a member of the family of such person, or a corporation controlled by such person.

The Corporation shall not accumulate out of income amounts that are unreasonable in amount or duration in order to carry out the purpose or function constituting the basis for tax exemption; used to a substantial degree for purposes or functions other than those constituting the basis for tax exemption; or invested in such a manner as to jeopardize the carrying out of the purpose or function constituting the basis for tax exemption.

ARTICLE XI: EXEMPT ACTIVITIES

Notwithstanding any other provision of these bylaws, no director, officer, employee, or representative of the corporation shall take any action or carry on any activity by or on behalf of the corporation not permitted to be taken or carried on by an organization described in section 501(c)(3) of the Code or an organization contributions to which are deductible under section 170(c)(2) of the Code. In no event shall the corporation, as any substantial part of its activities, carry on propaganda or otherwise attempt to influence legislation, except as is otherwise provided in section 501(h) of the Code. Nor shall the corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office.

ARTICLE XII: CONFLICTS OF INTEREST

SECTION 1. Conflict-of-Interest Transactions. No contract or other transactions between the corporation and its directors or officers or between the corporation and any other corporation, firm, association, or entity in which its directors or officers are members, directors, or officers or are financially interested shall be either void or voidable because of the relationship or interest or because the director or officer is present at the meeting of the Board or of the committee of the Board that authorizes, approves, or ratifies such contract or transaction or because his or their votes are counted for such purpose, if either of the following apply:

(a) The fact of such relationship or interest is disclosed or known to the Board or to the committee thereof which authorizes, approves, or ratifies the contract or transaction by a vote or consent sufficient for the purpose without counting the votes or consents of the interested directors.

(b) The contract or transaction is fair and reasonable to the corporation at the time the contract or transaction is authorized, approved, or ratified in the light of circumstances known to those entitled to vote on the matter at that time.

SECTION 2. Quorum. Common or interested directors or officers may be counted in determining the presence of a quorum at a meeting of the Board or committee which authorizes, approves, or ratifies the contract or transaction.

ARTICLE XIII: INDEMNIFICATION

SECTION 1. Indemnification. The corporation shall indemnify its directors, officers, employees, and agents against expenses incurred in actions by third parties or by or in right of the corporation to the full extent permitted by and as provided in Article 5 of Chapter 31 of Title 10 of the Arizona Revised Statutes.

SECTION 2. Insurance. The corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee, or agent of the corporation or is or was serving at the request of the corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against him or her and incurred by him or her, in any such capacity or arising out of his or her, status as such, whether or not the corporation would have the power to indemnify him or her against such liability under this Article XIII of these bylaws.

ARTICLE XIV: REPEAL, ALTERATION OR AMENDMENT

The Board may repeal, alter, or amend these bylaws or adopt substitute bylaws at any time by a majority vote of the full Board.

CERTIFICATION

The Board duly and lawfully adopted these bylaws on September 26, 2013.

Jared Taylor

Jared Taylor, Secretary

MISSION STATEMENT

The purpose of education is to build strong character. Strong character is reflected in strong families, strong communities and a strong nation. While teaching the academic disciplines, Heritage Academy is dedicated to instilling into the minds and hearts of today's youth knowledge of and respect for the ideals and values of the great men and women of history, including those who founded the American nation. As today's rising generation gains an appreciation of these people of accomplishment they will be ready to provide the selfless service to their fellow citizens and to their country which will be required in the coming years to assist in restoring American greatness. Heritage Academy exists to this end.

HERITAGE ACADEMY
"Building America's Heroes"

Governing Board Minutes
for the meeting on September 18, 2013

Board members attending: Sheree Liddiard, Earl Taylor, Wade Melchin, Marie Renard

Meeting called to order at 7:35 am.

1. Item #1 on agenda: Discuss exit from ExpertPlan—to be done as soon as possible. Wade Melchin motioned to approve exit from ExpertPlan as soon as possible and Sheree Liddiard seconded the motion. Vote to approve was unanimous.

2. Item #2 on agenda: Entity Changes for Heritage Academy. Two new entities are recommended to be created to hold two new charters which will be replicated from the existing charter for Heritage Academy Mesa. Marie Renard motioned to accept Entity Changes for Heritage Academy and Wade Melchin seconded the motion. Vote to approve was unanimous.

3. Item #3 on agenda: Approve fees for 2013-14. Sheree Liddiard motioned to approve fees for 2013-14 school year and Wade Melchin seconded the motion. Vote to approve was unanimous.

4. Item #4 on agenda: Declaration of Curricular & Instructional Alignment to the Arizona Academic Standards. Wade Melchin motioned to approve the Declaration and Marie Renard seconded the motion. Vote to approve was unanimous.

Meeting was adjourned at 7:42 am.

Dated this 18 day of September 2013.

Earl Taylor, Jr.
Director

Heritage Academy

2013-2014

Course Catalog

7TH AND 8TH GRADE EDUCATION PROGRAM

Junior High courses at Heritage Academy are designed to assist the scholars in meeting and exceeding the basic requirements in English, History, Math and Science before progressing on to the high school curriculum. We encourage all of our scholars to strive for excellence, so that the foundation that is laid in junior high becomes a stepping stone to further success. In order to assist our scholars in this pursuit, we offer classes in classical languages, reading, and writing to supplement the basic course work.

CLASSICAL LANGUAGES

Latin I

All junior high scholars will be enrolled in a Latin course in which they will be introduced to the great classical language of Latin. Scholars will learn why so much emphasis was placed on this language by the Founding Fathers. They will learn how Latin can improve their knowledge of English, improve SAT scores, and act as a springboard into the learning of other Foreign Languages (especially French and Spanish), Math, Science, Medicine, Literature and many other subjects. Scholars will learn the alphabet, vocabulary, roots and other components of this language. This course will prepare scholars to read, write and understand this great language.

Latin II: A brief review of Latin I and then second year skills such as translating stories, poems and passages will be added

MATHEMATICS

Each student is placed in a math class based on the score of their entrance placement exam. On the first day of class, another assessment is given to help determine if the placement is the right place for the student. If a change is recommended, scholars and parents are contacted and schedules are changed. We do our best to place the scholars in the math class that is most appropriate to their individual skill level. If parents or scholars feel the placement is not a good fit, feel free to contact the teacher. Jr. High level math courses are as follows:

GENERAL MATH

This is the 7th grade math class. The curriculum is based on the AZ state **7th grade** math standards found at http://www.azed.gov/standards-practices/mathematics-standards/2008-math-standard/ . The course includes a study of various graphic displays including stem and leaf plots and scatterplots, linear functions, solving multi-step equations, geometry and integers. For sample questions and tutorials, please visit McDougal Littell's website at www.classzone.com.

Requirements: Scientific calculator

Textbook: McDougal Littell, *Math Course 2*

PRE-ALGEBRA

This course is for 7th and 8th grade scholars. The curriculum is based on the AZ state math standards for **both 7th and 8th grade**. These can be found at http://www.azed.gov/standards-practices/mathematics-standards/2008-math-standard/ . The course includes a study of various graphic displays including box and whisker plots and scatterplots, linear functions, solving multi-step equations, geometry and integers. For sample questions and tutorials, please visit McDougal Littell's website at www.classzone.com.

Requirements: Scientific calculator

Textbook: McDougal Littell, *Pre-Algebra*

READING AND WRITING

All 7th grade scholars who do not pass the reading/writing Heritage Academy placement test will be enrolled in a Reading/Writing Skills Class, unless they have demonstrated proficiency in a Heritage Academy reading/writing summer school class. All 7th and 8th graders will be enrolled in yearly English classes, and all 8th graders will be enrolled in a one semester class, Library Science, in addition to the regular English class. Scholars will focus on improving skills in research and writing in Library Science.

7th and 8th grade English classes offer challenging curriculums focused on literature, grammar, speaking, and writing skills. The studies of classic literature from a variety of genres include critical thinking and follow up writing experiences. The composition program emphasizes writing as a process: prewriting, rough drafts, revising, editing, and publishing of final copies.

Scholars will write friendly and business letters, five-paragraph expository essays, literary analysis essays, personal narrative essays, creative narrative essays, and persuasive essays. Writing is scored according to a rubric based on traits of good writing, and scholars will learn how to critique their own writing. Scholars will also write responses to literature, nonfiction and poetry, and will write their own poetry. The focus in grammar is on parts of speech, spelling, punctuation, capitalization, and sentence structure.

ELECTIVE COURSES

All scholars are encouraged to expand and improve their talents. We encourage scholars to take an interest in and involve themselves in music, art and sports. **All 7th grade scholars** need to be enrolled in a choir or an instrumentals class; all **8th grade scholars** need to be enrolled in an art, choir, or an instrumentals class. All scholars wishing to join the orchestra will audition with Mr. John Taylor and will be placed according to skill level. Classes are available from beginning to advanced levels.

Scholars are also encouraged to develop their physical abilities. All junior high scholars are required to take at least one P.E. class each year. Heritage Academy offers P.E. classes and competitive team sports which include after school programs.

Girls' P.E. classes include: dance (fee required), Kenpo, tennis (fee required) and golf (fee required).

Girls' team sports include: volleyball (fee required), basketball (fee required), soccer (fee required), softball (fee required), cross country, track and field, tennis (fee required) and golf (fee required – non-refundable once semester starts). The team sports will involve league competition in the Charter Athletic Association (CAA).

Boys' P.E. classes include: Kenpo, fitness, golf (fee required) and tennis (fee required). Boys' team sports include: flag football (fee required), cross country, basketball** (fee required), baseball (fee required), soccer (fee required), track and field, tennis (fee required) and golf (fee required). Team sports will compete in the Charter Athletic Association. (CAA) For course descriptions please see the Course Curriculum guide below.

JUNIOR HIGH COURSE ELECTVIES

Elective	Fee	Early Payment	Boys	Girls
Basketball*	$250	**$200**	✓	✓
Baseball	$125	**$100**	✓	
Flag Football	$125	**$100**	✓	
Soccer	$125	**$100**	✓	✓
Volleyball	$125	**$100**		✓

Elective	Fee	Early Payment	Boys	Girls
Golf**	$125	$100	✓	✓
Tennis	$30	$25	✓	✓
Dance	$30	$25		✓
Kenpo I-II	N/A	N/A	✓	✓
Fitness	N/A	N/A	✓	

Early Payment Due by July 15,2013 * Two semester sport ** non-refundable once semester begins

RECOMMENDED 7TH AND 8TH GRADE COURSE SCHEDULE

The Junior High School student schedule is structured to provide an opportunity for scholars to be exposed to as many different subject areas as possible. Scholars may experiment with their talents and interests while in junior high and then pursue more advanced classes in those areas where they have developed special talents and interests during their High School years. The following is a typical schedule for junior high classes.

7th Grade	
1st Semester	2nd Semester
English	English
Math	Math
History	History
Science	Science
Classic Languages	Classic Languages
Reading or Elective	Reading or Elective
Choir, Band or Orchestra	Choir, Band or Orchestra
Kenpo, Dance, Fitness or Team Sports	Computers, Drama, Art or Team Sports

8th Grade	
1st Semester	2nd Semester
English	English
Math	Math
History	History
Science	Science
Classic Languages	Classic Languages
Library Science or Elective	Library Science or Elective
Art, Choir, Band or Orchestra	Art, Choir, Band, Orchestra or Elective
Computers, Drama or Team Sports	Kenpo, Dance, Fitness or Team Sports

JR. HIGH REQUIRED CLASSICAL READING LIST

Grade	School Year Reading
7	**Math:** *Math Magic* **English**: *Lion, Witch, and the Wardrobe, A Christmas Carol, Tom Sawyer, Miracle Worker, Shakespeare*
8	**Math:** *Math Magic* **Science**: *Environmental Overkill* **English**: *The Hobbit, Animal Farm, Shakespeare, Miracle Worker*

JR. HIGH CLASS SCHEDULE

Jr. High (7 & 8 Grades)

Day	Period 1	Period 2	Jr. High Lunch	Citizenship	Period 3	Period 4
A (Mon & Wed)	8:00 - 9:33	9:41 - 11:18	11:18 - 11:47	11:47 - 12:12	12:12-1:45	1:53 - 3:30
B (Tues & Thu)	8:00 - 9:33	9:41 - 11:18	11:18 - 11:47	11:47 - 12:12	12:12-1:45	1:53 - 3:30

HIGH SCHOOL REQUIRED CLASSICAL READING

Grade	School Year Reading
9	**Math:** *Mathematicians are People 2, Vol. 1, (*Algebra I, Selections) **American Literature I:** *The Crucible* by Arthur Miller, *Huckleberry Finn* by Mark Twain, *Shane* by Jack Schaefer, *Out of the Dust* by Karen Hesse, and *The Giver* by Lois Lowry **History:** *The Law*
10	**Math:** Euclid, *Geometry* (Selections) **American Literature II -** *The Scarlet Letter* by Nathaniel Hawthorne, *To Kill a Mockingbird* by Harper Lee, *The Hiding Place* by Corrie ten Boom, *The Wave* by Todd Strasser, and *Tuesdays with Morrie* by Mitch Albom.
11	**Math:** Nichomachus, *Arithmetic* (Algebra II, Selections) **French**: *Le Petit Prince* **Brit Lit (Eng 11-12)** *The Time Machine, Pride and Prejudice, Dr. Jekyll and Mr. Hyde, Shakespeare, Ivanhoe, Pygmalion, The Screwtape Letters* **World Lit (Eng 11-12):** *The Odyssey, Les Miserables, The Count of Monte Cristo, Shakespeare, Hiroshima, A Doll's House, Cry the Beloved Country*
12	**Math:** Einstein, *Relativity*, *The Tao of Physics* (Pre-Cal/Calculus, Selections) **History**: *The Five Thousand Year Leap, The Making of America, Selections from Blackstone, Locke, Montesquieu, Federalist papers Nos. 10, 45, 80* **Brit Lit (Eng 11-12)** *The Time Machine, Pride and Prejudice, Dr. Jekyll and Mr. Hyde, Shakespeare, Ivanhoe, Pygmalion, The Screwtape Letters* **World Lit (Eng 11-12):** *The Odyssey, Les Miserables, The Count of Monte Cristo, Shakespeare, Hiroshima, A Doll's House, Animal Farm, Cry the Beloved Country*

Many of these selections can be read during the summer, in preparation for school. We encourage parents to involve their children in summer reading of some of these books to increase their reading skills, to better prepare for school studies, and to lighten the load during the school year.

HIGH SCHOOL CLASS SCHEDULE

High School (9 - 12 Grades)

Day	Period 1	Period 2	Citizenship	HS Lunch	Period 3	Period 4
A (Mon & Wed)	8:00 - 9:33	9:41 - 11:18	11:18 - 11:43	11:43 - 12:12	12:12 - 1:45	1:53 - 3:30
B (Tues & Thu)	8:00 - 9:33	9:41 - 11:18	11:18 - 11:43	11:43 - 12:12	12:12 - 1:45	1:53 - 3:30

COURSE OFFERINGS

S = Semester Class (meets every other day) Y = Yearlong Class (meets every other day)

B = Block Class (1 semester, 1 credit classes) Meets every day, counts as 2 classes * = Required Class

ENGLISH

Subject area goals:

- To introduce scholars to a variety of literary works, instilling in them a critical appreciation for great literature.
- To develop in scholars an ever-increasing proficiency in reading, analyzing, understanding and interpreting written works.
- To provide scholars with the skills necessary to express themselves in both written and oral communications.
- Scholars must complete 4 years of English.

HONORS DISTINCTION

Scholars seeking honors Distinction in English must register for the honors class sections and meet the following requirements:

- Complete all English classes with a cumulative GPA of at least 3.5.
- Read at least TEN (10) classics from the Heritage Academy Classics List. Books assigned for class work do not count towards the 10. The books on the list marked with an (*) will count towards this award. At least seven (7) out of the ten (10) need to be from the Literature category on the list.
- Meet with an English teacher for a discussion after each book is completed.
- Schedule a meeting with the English department in April of your senior year to discuss books and finalize distinction.

Note: **English classes for Juniors and Seniors will be offered in alternating years** World Literature will be offered in the 2014-2015 calendar school year, and British Literature will be offered in the 2013-2014 school year.

130 9TH GRADE ENGLISH COMPOSITION S – ½ CR

This course will emphasize rhetoric and composition with a focus on understanding writing as a process. Writing projects will require scholars to engage in all parts of the writing process: planning, drafting, revising, and editing. Scholars will learn narrative, persuasive, and research-based writing and will strengthen their writing skills by completing four in-depth writing projects.

131 AMERICAN LITERATURE I* S – ½ CR

Scholars will focus on early American literature from the Indians & Puritans to the middle of the 19th century with an emphasis on defining parts of literature as well as identifying the movements that influenced these authors/poets in their time periods. Students will be challenged to analyze/interpret various novels, short stories, and poems through discussion and projects. The following classics will be studied: *The Crucible* by Arthur Miller, *Huckleberry Finn* by Mark Twain, *Shane* by Jack Schaefer, *Out of the Dust* by Karen Hesse, and *The Giver* by Lois Lowry

***9th Grade English Literature Class – One semester**
Prerequisite: None

167 HONORS AMERICAN LITERATURE I S – ½ CR

Accelerated 131 course scholars will be challenged to be more independent and be prepared to discuss the classics on a deeper level. Higher expectations and extra projects required.

9th Grade English Literature Class
Prerequisite: Teacher approval

140 10TH GRADE ENGLISH COMPOSITION S – ½ CR

This course will emphasize rhetoric and composition with a focus on expository writing and understanding the writing as a process. Scholars will learn narrative, informative, persuasive, and research-based writing. In addition to three writing projects, scholars will conclude this course by writing a research paper following MLA guidelines.

141 AMERICAN LITERATURE II* S – ½ CR

An integrated language arts course focusing on 19th and 20th century authors/poets in American Literature. Students will develop organizational and group skills through projects and presentations. Evaluating literary elements and developing reading strategies will be accomplished through an in-depth study of the following classics: *The Scarlet Letter* by Nathaniel Hawthorne, *To Kill a Mockingbird* by Harper Lee, *The Hiding Place* by Corrie ten Boom, *The Wave* by Todd Strasser, and *Tuesdays with Morrie* by Mitch Albom.
***10th Grade English Literature Class – One semester**
Prerequisite: None

167B HONORS AMERICAN LITERATURE II S – ½ CR

Accelerated 131B course scholars will be challenged to be more independent and be prepared to discuss the classics on a deeper level. Higher expectations and extra projects required.
10th Grade English Literature Class
Prerequisite: Teacher approval

133 BRITISH LITERATURE* Y – 1 CR

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. Evaluation of literary elements and critical analysis through writing will be stressed as scholars study the following classics: *Ivanhoe* by Sir Walter Scott, *Pride and Prejudice* by Jane Austen, *Macbeth* by William Shakespeare, *The Time Machine* by H.G. Wells, *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, and *The Screwtape Letters* by C.S. Lewis.
***Offered every other year. (2013-2014)**
Prerequisite: American and Heroes in Literature

133 HONORS BRITISH LITERATURE* Y – 1 CR

Accelerated 133 course students will be challenged to be more independent and be prepared to discuss the classics on a deeper level.
Offered every other year. (Current 2013-2014 year)
Prerequisite: Teacher approval

148 YEARBOOK/JOURNALISM Y - 1 CR

The course is designed to teach scholars the basic techniques of publication with computers, photography, layout, editing, graphic arts, writing and interviewing. The class will create and produce the yearbook.
Prerequisite: Teacher Recommendation

132 WORLD LITERATURE* Y – 1 CR

This course integrates writing for a variety of audiences with a study of literature. Universal themes in literature are explored in the fiction, non-fiction, poetry, drama and short stories of many cultures and many eras. Composition emphasizes research skills, multi-paragraph exposition, critical analysis and thesis development and defense.
***Offered every other year. (2014-2015)**
Prerequisite: American Literature

147 HONORS WORLD LITERATURE* Y – 1 CR

Accelerated 132 course scholars will be challenged to be more independent and be prepared to discuss the classics on a deeper level.
***Offered every other year. (2014-2015)**
Prerequisite: Teacher recommendation

161 SCIENCE FICTION / FANTASY** S – ½ CR

A study of Science fiction and fantasy designed to examine the social and political implications of the literature and the authors. Evaluation of literary elements, critical analysis, and creative writing will be included. Arizona State Standards will be met for 11th and 12th grades, including a research paper. The following books will be read: Ender's Game by Orson Scott Card, I, Robot by Isaac Asimov, and A Wizard of Earth and Sea by Ursula Le Guin. Short stories and poetry will be incorporated into the curriculum.
****The "Science Fiction/Fantasy" course is available to Juniors and Seniors, who may take this course to replace one semester of World Literature or British Literature. Sophomores can take this class IN ADDITION to their regular English class.**

DUAL ENROLLMENT ENGLISH

ENG101 FIRST-YEAR COMPOSITION S – ½ CR

Emphasis is placed on rhetoric and composition with a focus on expository writing and understanding writing as a process. This course focuses on establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total.
Rio Salado College: 3 credits
Prerequisites: Appropriate writing placement test score, or a grade of C or better in ENG091 or ESL097.
May be substituted for either World or British Literature

ENG102 SECOND-YEAR COMPOSITION S – ½ CR

Emphasis is placed on rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Scholars will develop advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total.
Rio Salado College: 3 credits
Prerequisites: Grade of C or better in ENG101
May be substituted for either World or British Literature

ENG 111 TECH & PROFESSIONAL WRITING S – ½ CR

This course covers analyzing, planning, organizing, researching, and writing correspondence, reports, and presentations for specific work-related audiences, and includes integrating data and graphics into work-related documents and presentations**.**
Rio Salado College: 3 credits
Prerequisites: ENG101 with a grade of C, or better.
May be substituted for either World or British Literature

ENH 110 INTRODUCTION TO LITERATURE S – ½ CR

This course is an introduction to international literature through various forms of literary expression; e.g., poetry, drama, essay, biography, autobiography, short story, and novel. It provides a global overview of literature with special emphasis on diverse cultural contributions of women, African Americans, Asian Americans, Hispanic Americans, and Native Americans.
Rio Salado College: 3 credits
Prerequisite: Appropriate English Placement Test
May be substituted for either World or British Literature

FOREIGN LANGUAGES

Subject Area Goal:

- The scholar will competently use a foreign language for written and oral communication and demonstrate knowledge of appropriate cultural behaviors.
- Scholars must complete 2 years of studies in the same foreign language.

HONORS DISTINCTION

Scholars must complete three years of foreign language with a minimum GPA of a 3.5. Spanish III will be the only honors class offered.

410 SPANISH I Y – 1 CR

Introduces scholars to the basic vocabulary of the language and components of the culture of the countries in which the language is spoken. Prepares scholars to begin to read, write, speak and understand.
Prerequisites: None

411 SPANISH II Y – 1 CR

This course provides further refinement of the skills acquired in the first year. Level 1 skills are reviewed and new skills are added in the areas of reading, writing and speaking. Appropriate cultural components are studied.
Prerequisites: Spanish I

412 SPANISH III Y – 1 CR

This elective is recommended for college bound scholars. It is required for distinction in Foreign Language. This course is taught mostly in Spanish and scholars will be required to speak, read, listen, and write in Spanish using correct grammar. Field trips and additional cultural activities will be a part of the curriculum. This course will include the reading and study of a classic in Spanish.
Prerequisites: Spanish 1 & 2 or teacher approval

420 FRENCH I Y – 1 CR

Introduces scholars to the basic vocabulary of the language and components of the culture of the countries in which the language is spoken. Prepares scholars to begin to read, write, speak and understand.
Prerequisites: None

421 FRENCH II **Y – 1 CR**

This course provides further refinement of the skills acquired in the first year. Level 1 skills are reviewed and new skills are added in the areas of reading, writing and speaking. Appropriate cultural components are studied.
Prerequisites: French I

DUAL ENROLLMENT FOREIGN LANGUAGE

SPA 101 – ELEMENTARY SPANISH I **S – ½ CR**

This course focuses on basic grammar, pronunciation and vocabulary of the Spanish language and includes the study of the Spanish-speaking cultures. Scholars practice listening, speaking, reading, and writing skills.
Rio Salado College: 4 credits
Prerequisites: Appropriate Placement Exam

SPA 102 ELEMENTARY SPANISH II **S – ½ CR**

This course is continued study of grammar and vocabulary of the Spanish language and study of the Spanish-speaking cultures. Emphasis is placed on speaking, reading, and writing skills**.**
Rio Salado College: 4 credits
Prerequisites: SPA 101

SPA 201 INTERMEDIATE SPANISH I **Y -1 CR**

Course is a one year course focusing on the continued study of essential Spanish grammar and Spanish-speaking cultures. Scholars continue practice and development of reading, writing, and speaking skills in Spanish. Class emphasis is on fluency and accuracy in spoken Spanish.
Rio Salado College: 4 credits
Prerequisites: SPA 102 or SPA 111

SPA 202 INTERMEDIATE SPANISH II **Y – 1CR**

Course consists of review of grammar, continued development of Spanish language skills with continued study of the Spanish-speaking cultures.
Rio Salado College: 4 credits
Prerequisites: SPA 201

HISTORY

Subject Area Goals:

- To instill into the minds and hearts of the scholars knowledge and respect for the ideals and values of the great men and women of history, including those who founded the American nation.
- Scholars will also prepare to be ready to provide selfless service to their country to assist in restoring America's greatness.
- Scholars must complete 3 years of history. Scholars must complete American History, World History, American Government/U.S. Constitution and Economics.

HONORS DISTINCTION

Honors history courses will be taught inclusive of the regular history classes. Scholars will be challenged to apply the principles learned in class. In addition scholars will complete the study of a classic in the area of study chosen.

043 WORLD HISTORY/GEOGRAPHY* **Y – 1 CR**

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. This course will provide the opportunity for discussion, debate and argument among and between the scholars themselves concerning the great ideas and principles of history. Discussion will be guided by reading from great Classics such as The Law by Bastiat.
Prerequisite: None

044 AMERICAN/ARIZONA HISTORY* **Y – 1 CR**

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 debated among and between the scholars. These discussions will be guided by reading selections from great classics such as Washington's Farewell, and A Tale of Two Cities, by Dickens.
Prerequisite: None

042 AMERICAN GOVERNMENT / U.S. CONSTITUTION* S – 1 CR

Scholars will experience their own freedom trail by studying 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. Scholars 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 scholars 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.

In conjunction with American Government this course will integrate the study of economics. Focus will be on the choices that individuals and societies make in the production, distribution and consumption of goods and services. Scholars will learn when these choices are made in an atmosphere of freedom, with a minimum of government involvement in the marketplace, prosperity results.
Prerequisite: American History & World History

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Prerequisite: American History & World History

045 HEALING OF AMERICA S – ½ CR

This course in an elective class, which is open only to scholars by permission of the instructor. To be considered for this course, scholars must have scored well in prerequisite classes. Specific political issues will be researched and solutions developed based on correct principles. Scholars will come to know how returning to the Founders' original success formula may solve nearly every problem in America today. This class involves research into the variety of national & state constitutions. Parliamentary procedure will be studied & practiced. Scholars will participate in a very intense simulated constitutional convention experience.
Prerequisite: American Government

060 THE BIBLE: ITS INFLUENCE ON THE AMERICAN FOUNDATION S – ½ CR

A new Arizona law, ARS 15-717.01, allows public schools to include an elective course offering on "how the Bible has influenced western culture." In this one-semester class, offered to 11th and 12th graders, students will study the meaning and use of biblical concepts, as taught and explained in speeches and sermons of the time, in developing the ideals and values of those who founded the American nation. Students will readily see how a reverence for the Bible and its teachings were keys to the understanding of civil liberty, unalienable rights, public virtue and morality, individual responsibility, dignity, and equality.

DUAL ENROLLMENT HISTORY

HIS103 US HISTORY TO 1865 **S – ½ CR**

Covers the political, economic, and social development of United States from the Pre-Columbian period through the end of the Civil War (1865).
Rio Salado College: 3 credits
Prerequisites: 11th Grade and 12th Grade only

HIS104 US HISTORY TO PRESENT **S – ½ CR**

Course studies the political, economic, and social development of United States from 1865 to the present time.
Rio Salado College: 3 credits
Prerequisites: 11th Grade and 12th Grade only

MATHEMATICS

Subject Area Goals:

- Scholars will learn to recognize, analyze and describe patterns and relationships in real numbers, algebraic functions, and geometric figures.
- Scholars 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.
- Scholars must complete at least 4 years of math. Beginning with the class of 2013, all scholars must complete Algebra I, Geometry, Algebra II and either Pre-Calculus or Trigonometry.

HONORS DISTINCTION

Math honor scholars may choose to take pre-calculus and calculus, with a cumulative GPA of 3.5. These classes will include a greater study of theory and practical application, in addition to the study of classics in mathematics and completion of a project based on that classic.

630 ALGEBRA I* **Y – 1 CR**

Scholars 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. Scholars must show mastery of Algebra 1 before advancing to Geometry.
Prerequisites: Pre-Algebra.

645 GEOMETRY* **Y – 1 CR**

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 scholars 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 proportion concepts. A protractor, compass, ruler, and scientific calculator are required. Scholars must show mastery of Geometry before advancing to Algebra II.
Prerequisites: Algebra I. Requirements: Protractor, Ruler, Compass and Scientific Calculator.

650 ALGEBRA II* **Y – 1 CR**

This course will cover topics in advanced Algebra and Geometry. Scholars will further their understanding of linear functions, quadratic equations, matrices, logarithms, rational and radical equations, statistics, and series and sequences. Scholars will discuss and solve real-life applications of the studied topics. Algebra II will help prepare scholars for college math courses and for Pre-Calculus.
Prerequisites: Algebra I.
Requirements: Graphing Calculator

652 TRIGONOMETRY **Y – 1 CR**

In-depth student of Algebra II and Trigonometry for students not taking Calculus
Prerequisites: Algebra II.
Requirements: Graphing Calculator

651 PRE-CALCULUS **Y – 1 CR**

An in-depth review and cross-course integration of all the topics covered in high school mathematics occupy the beginning of this course. Scholars 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. Scholars 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. **Prerequisites: Algebra II.**
Requirements: Graphing Calculator

667 AP CALCULUS — Y – 1 CR

In this course topics that were introduced in Pre-Calculus will be further defined. A definition of derivatives, integrals, three-dimensional coordinates, multi-variate systems, and alternate coordinate systems will be introduced and explored. This course will be very similar to a Calculus course offered in Maricopa Community Colleges and Arizona Universities. Scholars who pass the AP test may receive college credit, and it will cover many of the same topics as the college courses. Many scholars that have taken Calculus say that it is a very satisfying course because all of the other courses of study in mathematics are harmonized together into one body of knowledge. This course could be considered a capstone course in High School mathematics.
Prerequisites: Pre-Calculus.
Requirements: Graphing Calculator

619 MATH LAB — S - 0 CR

Study lab for math; tutors are available to provide assistance.

DUAL ENROLLMENT MATHEMATICS

MAT151 COLLEGE ALGEBRA / FUNCTIONS — Y – 1 CR

Analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, modeling and solving real world problems. Additional topics may include matrices, combinatorics, sequences and series, and conics.
Prerequisites: Grade of "C" or better in MAT120, or MAT121, or MAT122, or equivalent, or satisfactory score on District placement exam.

Course Notes: Scholars may receive credit for only one of the following: MAT150, MAT151, MAT152, or MAT187.

MAT182 PLANE TRIGONOMETRY — Y – 1 CR

A study of measures of angles, properties of graphs of trigonometric functions, fundamental identities, addition and half-angle formulas, inverse trigonometric functions, solutions of trigonometric equations, complex numbers and properties of triangle solution.
Rio Salado College: 3 credits
Prerequisites: Grade of "C" of better in MAT150, or MAT151, or MAT152, or equivalent, or concurrent registration in MAT150, or MAT151, MAT152, or satisfactory score on District placement exam.

Requirements: Graphing Calculator May receive credit for only one of the following: MAT182 or MAT187.

MAT187 PRE-CALCULUS — Y – 1 CR

This pre-calculus course combines topics from college algebra and trigonometry in preparation for analytic geometry and calculus.
Rio Salado College: 3 credits
Prerequisites: Grade of B or better in MAT120, or MAT121, or MAT122, or equivalent, or satisfactory score on district placement exam.
Requirements: Graphing Calculator.

Course Note: Strongly recommended that scholars have some knowledge of trigonometry.
Scholars may receive credit for only one of the following: MAT150, MAT151, MAT152, or MAT187.

MAT 220 CALCULUS WITH ANALYTICAL GEOMETRY I — Y – 1 CR

Course topics include: limits, continuity, differential and integral calculus of functions of one variable.
Rio Salado College: 3 credits
Prerequisites: Grade of "C" or better in [MAT182 and (MAT150, MAT151 or MAT152)], or MAT187, or appropriate Math placement test score. Course Notes: Scholars may receive credit for only one of the following: MAT220 or MAT221.
Requirements: Graphing Calculator

SCIENCE

Subject area goals:

- Scholars will discover the processes of the world around them and begin lifelong experiences in science**.**
- Scholars are required to take Conceptual Science, Biology plus two other science courses.
- College track scholars should have Biology, Chemistry and Physics.

HONORS DISTINCTION

Overall, scholars must have a 3.0 GPA or better. Scholars must complete all four laboratory sciences (Biology, Chemistry, Physics and Anatomy) with a B or better in each class for a distinction. The Alternative to taking Anatomy as a 4th science is taking A Brief History of Time. In addition, scholars must read a science classic and write a 1000 word paper. See the list of science classics or talk to a science teacher

212 CONCEPTUAL SCIENCE* — Y – 1 CR

All ninth-graders take this conglomerate course which was specially designed by teachers at Heritage to prepare Heritage scholars for high school and college-level science classes. A strand of scientific inquiry through the OHEC model weaves throughout the course. Universal critical thinking and problem-solving strategies are also introduced and strengthened throughout the course. The Pre-Physics and Pre-Chemistry topics covered in this course are combined with Thermodynamics and Meteorology to form a foundation for better understanding of topics in Biology and Anatomy, as well.
Prerequisite: None

220 BIOLOGY* — Y – 1 CR

Scholars explore movement of energy through biological systems, population dynamics, cell structure and how nutrients are used by the cell for life, bimolecular structures including lipids, proteins, sugars and DNA/RNA, genetics and heredity, evolution, classification, plants and comparative anatomy (dissections). Daily activities reinforce learning including frequent group presentations to assess learning (modeling in biology) to report findings and reflect learning. This course includes topics of human reproduction and evolution.
Prerequisite: none

227 BIOLOGY HONORS — Y – 1 CR

Accelerated 220 course requirements taught through inquiry methods that expect scholars to take more control of their personal learning.
Prerequisite: Teacher Recommendation

230 CHEMISTRY — Y – 1 CR

Energy changes affect matter through both physical (thermal and interaction energies) and chemical (breaking and reforming bonds). Scholars learn nomenclature, balancing chemical equations, mathematical processes including conversions, density, heat capacity, mole equations, stoichiometry, and gas equations. The process of scientific discovery is explored through the history of the atomic theory development and the men and women important to this process. Topics in acids, bases, reaction rates, nuclear chemistry, and basic organic chemistry are explored. Daily activities, labs and lab reports, as well as modeling techniques of drawing what the particles and energy are doing are used to obtain not only hands-on but minds-on understanding.
Prerequisite: Biology, Algebra 1

237 HONORS CHEMISTRY — Y – 1 CR

Course includes accelerated 230 Biology course requirements while going deeper into the history and scope of science in today's world.
Prerequisite: Biology, Algebra 1 & teacher recommendation

215 ANATOMY & PHYSIOLOGY — Y – 1 CR

Scholars explore the form and function of the systems of the human body. This course begins with a review of the atom and biochemistry, the course progresses from biomolecules, to cells, tissues, organs, and organ systems. Emphasis is placed on learning the bones, muscles, and all of the major organs. Systems reviewed include the skeletal, muscular, nervous, digestive, circulatory, respiratory, endocrine, and reproductive. Scholars will also learn study techniques for success in college courses related to allied health and science. This course includes a unit on human reproduction and utilizes both artistic and real images of the human body. Dissection is a significant part of the learning process and several dissections are performed during the course. **Perquisite BIO 220**

231 PHYSICS — Y – 1 CR

This course is algebra-based Physics with a study of Kinematics, the reasons for, laws of and patterns in the motion of things. Common misconceptions are unraveled as scholars learn how to articulate a new and improved perspective of the physical world. New vocabulary as well as old vocabulary used in new ways helps scholars to communicate their findings in scientific inquiry activities. Forming and testing hypotheses by experimentation and analysis of the results are important parts of this process. Other components of Newton's mechanical universe are studied, including Momentum, Energy, Vectors, and Optics. Once scholars master the concepts of rectilinear motion, they are introduced to curves, satellites and orbits. A capstone unit on harmonic motion, waves, sound and light finishes this course of study.

Prerequisite: Biology & Algebra II

Recommended for Seniors (12th grade)

235 A BRIEF HISTORY OF TIME — S – ½ CR

In this cross curricula class scholars read, ponder and discuss the science classic A Brief History of Time by Stephen Hawking. This class generates more questions than answers. Prepares scholars to think deeply, ask great questions and make connections between the different aspects of their lives.

Grades are based off of participation in discussion, reflective journals and projects as assigned by the teacher.

Prerequisite: Completion of 3 science classes.

DUAL ENROLLMENT SCIENCE COURSES

BIO 100 BIOLOGY CONCEPTS — Y – 1 CR

This is a full year introductory course covering basic principles and concepts of biology. Methods of scientific inquiry and behavior of matter and energy in biological systems are explored. Field trips may be required at scholars' expense.

Rio Salado College: 4 credits

Prerequisites: None

BIO 100 LABORATORY FOR BIOLOGY CONCEPTS

Lab is taken in conjunction with BIO 100

Prerequisites: None **Rio Salado College: 0 credits**

BIO 160 INTRODUCTION TO HUMAN ANATOMY AND PHYSIOLOGY — Y – 1 CR

This course focuses on principles of scientific method and includes the following: structural organization, homeostasis and control mechanisms of the body, specific chemistry concepts, structure and function of the major systems of the body.

Rio Salado College: 4 credits

Prerequisites: None.

BIO 160 LABORATORY FOR INTRODUCTION TO HUMAN ANATOMY AND PHYSIOLOGY

Lab is taken in conjunction with BIO 160

Rio Salado College: 0 credits

Prerequisites: None.

PHY 111 – GENERAL PHYSICS — Y – 1 CR

This is a rigorous course, and the content is similar to a general Physics class at the college level. The year starts with a fast-paced section on kinematics, vectors, Newton's laws of motion, momentum, work, energy, rotational motion, gravity, electricity, harmonic motion, waves, sound and light. If time permits, a brief introduction to special and general relativity may be added at the end of the course. A graphing calculator will be needed for graphical analysis and to aid in calculations. Course includes study of motion, energy, and properties of matter.

Rio Salado College: 4 credits

Prerequisites: MAT182, or MAT 187, or one year high school Trigonometry or Algebra II, or Dept. Permission

COMPUTERS

Subject Area Goals:

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

820 COMPUTERS — S – ½ CR

Scholars will increase their word-processing skills and learn presentation skills. They will learn how to use the spreadsheet software (Excel) from Microsoft. They will learn to make computer slide type presentations utilizing animation, scanned photos and sound (Microsoft PowerPoint). Scholars will also use Internet and other resources to build interesting presentations. Specific individual or group assignments may be given to enhance technological skills. Scanners, digital cameras, printers and CD burners may be utilized in this class.
Prerequisite: Keyboard I or II

830 ADVANCED COMPUTERS — S – ½ CR

Specific individual or group assignments will be given to enhance technological skills. Scholars will be exposed to computer parts, spreadsheets, and web page design. Scholars will build presentations using clipart, photos, videos, and Internet resources. Scholars will exhibit self-starting skills to initiate projects utilizing the latest technology.
Prerequisite: Teacher approval

DUAL ENROLLMENT COMPUTER SCIENCE COURSES

CIS105 SURVEY OF COMPUTER INFORMATION SYSTEMS — S – ½ CR

This course is an overview of computer technology, concepts, terminology, and the role of computers in business and society. Discussion of social and ethical issues related to computers. Use of word processing, spreadsheet, database, and presentation software, uses of application software and the Internet for efficient and effective problem solving as well as exploration of relevant emerging technologies.
Rio Salado College: 3 credits
Prerequisites: None.

BPC 135 WORD LEVEL I — S – ½ CR

Using Word processing software to create and name files, edit text, format, and print a variety of documents.
Rio Salado College: 2 credits
Prerequisites: The ability to use a keyboard at a minimum of 24 wpm or permission of instructor

BPC 235DK WORD LEVEL II — S – ½ CR

Using Microsoft Word processing software features such as math, columns, macros, styles, graphics, sort, outlines, and table of contents. **Rio Salado College: 2 credits**
Prerequisites: BPC135DK or permission of Instructor.

FINE ARTS/MUSIC

- Prepare all performing arts scholars with a strong foundation and training in proper techniques.
- Encourage scholars to improve their skills and instill an appreciation for the performing arts.

565 SENIOR ART **S – ½ CR**

Senior Art has required art projects that give the student a foundation in the elements and principles of art. It also allows for projects of choice in which the student can explore different art medias and art forms. Medias used are pencil, charcoal, pen and ink, scratch art, soft pastels, acrylic, watercolor, and block printing. Art history and culture are incorporated extensively.
Prerequisite: None
Supplies Fee: $20 (early payment discount available)

DRAMA / PERFORMANCE

DRAMA/PERFORMANCE DISTINCTION

"Drama Distinction" will be awarded to those graduating seniors who have completed the following requirements:

- 3 semesters of Drama classes, with at least one of those being Honors Drama
- No grade lower than A- in any drama class
- Participation in at least one school play; must audition for minimum of one musical
- Completion of at least one semester of Stage Craft class with no grade lower than A-.
- Reading of the book "Respect For Acting" by Uta Hagen, and a discussion with Mr. Helmbold about the book. Scholars may be asked to write an essay on various aspects of the book.

534 DRAMA FUNDAMENTALS **S – ½ CR**

Included is a brief study of the history of theatre from the ancient Greeks through the Renaissance and contemporary theatre. One play by William Shakespeare may be read and studied each semester. Drama scholars will perform scenes and monologues, improvisation and pantomime. Focus will be given to the "actor's instrument", developing stage technique and basic performance skills.
Prerequisite: None

537 HONORS DRAMA **S – ½ CR**

Honors Drama scholars will be challenged to excel in all facets of theater. Scholars will perform scenes and monologues from classic plays, and scholars might rehearse and perform in a full-length play. The craft of acting will be studied in depth. A classic film will be viewed and analyzed. A classic play may be studied during the semester.
Prerequisite: Must be in 11th or 12th grade, with at least one semester of Senior Drama with a grade of A- or better. Graduating seniors will have priority.

538 STAGE CRAFT **S – ½ CR**

This class will cover most aspects of the technical side of a stage production, including set design and construction, lighting, sound, backstage crew, curtain operation, stage management, etc.
Prerequisite: High School only

ORCHESTRA/ BAND

110 SYMPHONTY ORCHESTRA **Y – 1 CR**

Audition required (see audition requirements below). Class size: maximum of 65 scholars consisting of winds, brass, percussion, and strings. This class performs HS level music. Scholars will perform classical repertoire. Scholars will work with clinicians/professional artists, attend professional concerts, and perform in the community and at festivals. 30 min/day practice required (5 days/week). Playing tests, written assignments, etc. will be given as necessary.
Prerequisite: Audition Required

315 CHAMBER ORCHESTRA **Y – 1 CR**

Audition required (audition requirements below). Class size: maximum of 25 scholars. This class performs very advanced HS level repertoire. Scholars will perform classical repertoire. Scholars will tour, work with clinicians/professional artists, attend professional concerts, and perform in the community and at festivals. Scholars will be requirement to audition for Regionals/Solo & Ensemble. 30 min/day practice required (5 days/week). Playing tests, written assignments, etc. will be given as necessary.
Prerequisite: Audition Required

333 JAZZ ENSEMBLE/PEP BAND — Y – 1 CR

Audition required (see audition requirements below). Class size: maximum of 25 scholars consisting of winds, brass, percussion, bass, and piano. Scholars will perform jazz, rock, and Latin styles. Scholars will tour, work with clinicians/professional artists, attend professional concerts, and perform in the community and at festivals. Scholars are required to audition for Regionals/Solo & Ensemble. 30 min/day practice required (5 days/week). Playing tests, written assignments, etc. will be given as necessary.
Prerequisite: Audition Required

320 CONCERT ORCHESTRA — Y – 1 CR

Audition required. Maximum of 30 scholars. Scholars must have completed a Method Book 1 in a previous school or with a private teacher and must understand the basics of 1 octave scales and/or 1st position notes. Basic theory such as reading notes, rhythms, and basic musical terms is also required.
Prerequisite: Audition Required

330 CONCERT BAND — Y – 1 CR

Audition required. Maximum of 30 scholars must have completed a Method Book 1 in a previous school or with a private teacher and must understand the basics of 1 octave scales and/or 1st position notes. Basic theory such as reading notes, rhythms, and basic musical terms is also required.
Prerequisite: Audition Required

331 PERCUSSION ENSEMBLE — Y – 1 CR

This class is a percussion fundamentals class. Scholars will learn fundamentals of all percussion instruments plus the piano keyboard and drum set. 30 min/day practice required. Concerts and uniforms are mandatory. No audition required, however preference is given to scholars previously enrolled who have a desire to continue. Class size limited to 20 scholars. Scholars must commit to 1 year enrollment.
Prerequisite: No Audition Required

CHOIR

343 WOMEN'S CHOIR — S – ½ CR

This Junior High ensemble is for 7-8th grade girls. They will learn a diverse repertoire of music and focus on vocal production and part singing. They will perform at least one concert each semester and a concert uniform will be required.
Prerequisite: None

346 MEN'S CHOIR — S – ½ CR

This Junior High ensemble is for 7-8th grade boys. They will learn a diverse repertoire of music and focus on vocal production and part singing. They will perform at least one concert each semester and a concert uniform will be required.
Prerequisite: None

345 A CAPELLA CHOIR — S – ½ CR

A Capella choir will consist of 12-25 vocalists who will rehearse and perform numbers with complex harmonies and no accompaniment – vocals only! Scholars will be required to perform at all choral events and festivals and will participate in community events and performances.
Prerequisite: Teacher Approval
Audition Required

344 SELECT CHOIR — S – ½ CR

This High School ensemble is for 9-12th grade men and women. They will learn a diverse repertoire of music from many time periods, including madrigals, oratorio selections, motets, and spirituals, as well as contemporary music such as jazz and Broadway. They will perform at least one concert each semester and a concert uniform will be required. Participation in AMEA North-Central Region Solo and Ensemble Festival and Regional Choir auditions is required. This ensemble will also travel to off campus events in the city, state and, occasionally, out of state. Participation for a full year is required.
Prerequisite: Teacher Approval
Audition: Required
Regionals Fee Required.

PHYSICAL EDUCATION

Subject Area Goals:

- Scholars will learn to enjoy and understand the importance of maintaining a physically active lifestyle.
- Scholars will improve physical skills, learn the associated rules and etiquette, and learn the importance of cooperation and teamwork.

*** Some PE classes have fees that accompany them. ECA Tax credit money may be used to pay for PE class fees**

501- BEGINNING DANCE — S – ½ CR

This class will answer the question, "What is dance?" with special focus on basic dance technique, terminology, history and overall purpose. Various dance styles will be introduced and explored along with the elements of dance: time, space and energy. Specific dance attire required.
Prerequisite: None (For scholars without previous dance experience.)
Performance Fee: $25.00 per semester (early payment discount available)

502- INTERMEDIATE DANCE — S – ½ CR

This class builds upon fundamentals gained in Beginning Dance and answers the question, "Why do we dance?" Practical and written exams are given to prove dancers' knowledge and technical skill. Choreographic principles are introduced and practiced. Specific dance attire required.
Prerequisite: At least two semesters of Beginning Dance and/or Teacher approval
Performance Fee: $25.00 per semester (early payment discount available)

503- PRE ADVANCED DANCE — S – ½ CR

This class continues to build upon the knowledge gained in both Beginning and Intermediate Dance with particular emphasis on technique and performance quality. Practical and written exams are given to prove dancers' knowledge and technical skill. Specific dance attire required.
Prerequisite: At least four semesters of Intermediate Dance and/or Teacher approval
Performance Fee: $25.00 per semester

504- ADVANCED DANCE — S – ½ CR

This class is by assignment only. Dancers are selected after reaching the necessary technical level, and by demonstrating a strong work ethic, good attitude, and passion for dance. Introductions are given to the basic principles of dance kinesiology, somatotyping, and injury prevention. Dancers explore the question, “What does dance mean to you?" through further practice of choreographic principles. Practical exams are given to prove dancers' knowledge and technical skill. Specific dance attire required.
Prerequisite: Teacher approval only
Performance Fee: $25.00 per semester (early payment discount available)

DISTINCTION IN BALLROOM DANCE

Attend 5 Outside of Class Ballroom Dance Activities in one semester (instead of what is required in class). Write a four-page research paper on a Ballroom Dance related subject approved by teacher (instead of the one required in class). Teach three step patterns in one semester to the class under the observation of the teacher. Take four semesters of Ballroom with at least one of them being Ballroom II. Choreograph and perform a “solo” (you and a partner) at the Ballroom Dance Showcase.

525 BALLROOM DANCE — S – ½ CR

This class is designed to introduce the student to the basics of several popular social dances: Waltz, Foxtrot, Tango, Swing, Cha-Cha, Salsa, and Merengue. The student will learn to both lead and follow the basics in each dance and will be tested on both. There is one written assignment, one outside class activity and one required performance. To enhance the social skills they are learning through dance, basic etiquette for social interaction will be covered.
Prerequisite: None. Performance fee may be required

526 BALLROOM DANCE II — S – ½ CR

This class introduces the student to the basics of several popular social dances: New York Hustle, West Coast Swing, Night Club Two Step, Samba, Lindy Hop, Viennese Waltz, and Argentine Tango. The student will learn to both lead and follow the basics in each dance and will be tested on both. There is one written assignment, two outside class activities and one required performance. The pace and skill level will be higher than that of Ballroom I.
Prerequisite: Teacher approval.
Performance fee may be required.

727 BALLROOM DANCE III — S – ½ CR

This class is an advanced ballroom class with a focus on technique and higher level dance patterns. It is for scholars with a serious interest in Ballroom Dance. Enrollment will be limited.
Prerequisite: Audition Required.
Performance fee may be required.

506 LE PREMIER BALLET (LEVEL I) — S – ½ CR

Le Premier Ballet (Level I) is for dancers who want to strengthen their foundational technique in ballet. This class will help dancers succeed in any form of dance they choose to pursue, which may include: modern, jazz, hip hop, ballroom and theatrical dance. This class can also create a strong base of flexibility, strength and control for students competing in sports or the martial arts. Students who take this class will work on their basic posture, turnout, extension and balance. The structure of the class will strictly follow the basic layout of classical ballet, which starts with exercises at the ballet barre (such as pliès, tendus, rond de jambs,…etc) and leads into center work (such as tendus in center, pirouettes, petite allegro, grand allegro,…etc). You will not regret taking this class!!
Prerequisite: Must have past dance experience to be in this class and/or teacher approval.
Performance fee may be required.

507 LE PREMIER BALLET (LEVEL II) — S – ½ CR

Le Deuxième Ballet (Level II) is for serious dancers who want to reach a higher level of ballet performance and professionalism. Students in this class will continue to strengthen their basic posture, turn out, extension and balance, but will be pushed to master more complex and challenging combinations. Students will also be required to learn and perform a variation from a leading ballet in front of their classmates. The structure of the class will strictly follow the layout of a traditional classical ballet class, which includes barre and center.
Prerequisites: Must have had at least one year of ballet training and must have instructor approval.
Performance fee may be required.

701 KENPO I — S – ½ CR

This course is the first step in the Duke Kenpo System. This system is structured from Mr. Duke's years of training in the martial arts of: Kenpo, Hakutsuru, Kobudo and Kali. The scholar is introduced to the protocol and discipline to foster respect and insure safety. The physical portion consists of learning basic skills including blocks, strikes and stances. These are then incorporated into eleven basic situational self- defense techniques designed to thwart common everyday attacks. The successful completion of a written and physical examination will earn the scholar a yellow belt.
Prerequisite: None. No fee.

702 KENPO II — S – ½ CR

This course is a continuation of the Kenpo 1 course with more emphasis placed on practical application of previous learned basic skills. Self-defense techniques are moved to a more physical level. Twenty-eight additional self- defense techniques are introduced, bringing the responsible number to thirty-nine. Scholars will be introduced to self-defense against grabs, hugs, locks, chokes, tackles, and basics of ground defense. The scholar must take two semesters to complete the course. Upon completion of this beginning course the scholar can earn orange and purple belts.
Prerequisite: Successful completion of Kenpo 1. No Fee.

703 KENPO III — S– ½ CR

The scholar will be introduced to an additional twenty-three self- defense techniques against punches, kicks and combinations; bringing the responsible number to sixty-two. Additionally the concept of the "Technique line under stress" is introduced. The scholar must take two semesters to complete this intermediate course. The completed course can earn the scholar blue and green belts.
Prerequisite: Successful completion of Kenpo I & II, Purple Belt; 9th grade & above with teacher approval.
No Fee.

704 ADVANCED KENPO — S – ½ CR

The scholar will be introduced to an additional eighteen self-defense techniques. The scholar will learn to defend against: club, knife, gun, and more intense ground defense techniques. This brings the responsible number to eighty. Scholars will begin to help assist in the instruction. Teaching ensures that the scholars are assimilating the information and brings forth leadership capabilities. To complete this course the scholar will need to take two semesters, be 16 years of age and pass a written, oral and physical exam. Upon completion of the course the scholar can earn the brown and black belts.

Prerequisite: Successful completion of Kenpo 1-3, Green Belt; 10th grade and above with teacher approval.
No Fee.

705 EXPERT KENPO — S – ½ CR

The scholar black belt will be introduced to the equation formula and eleven black belt extensions. He/she will learn additional techniques against the club, knife and ground defense. To complete this course the scholar will need to take two semesters, be 17 years of age and pass a written, oral and physical exam. Upon completion of the expert course the scholar can earn the rank of 1st Degree Black Belt.
Prerequisite: Successful completion of Kenpo 1-4, Black Belt; 11th grade and above with teacher approval.
No Fee.

709 CLUB FITNESS — S – ½ CR

This class offers an introduction to a variety of classes such as, Cardio Sculpt, Boot Camp, Hip Hop, Tae Box, Circuit, Step, Hi-Low, Ball, Yoga and Pilates. Classes will be held at the YMCA as well as at Heritage Academy.
Required Fee: $35 (early payment discount available)

711 PILATES CLASS — S – ½ CR

Mat Pilates is a total body fitness program with a focus on developing strength through the core of the body. Results will include improved posture, increased lung capacity, and strong muscles. Emphasis on all around, complete fitness supports a variety of fitness goals, from building strength to increasing flexibility and coordination. Work will be performed on a mat with minimal simple resistance training equipment.
No Fee.

750 P.E. — S – ½ CR

This class emphasizes physical fitness through a program involving individual or team exercises. This class is for those who have an interest in playing various sports. The class will focus primarily on volleyball, softball, soccer, and flag football.
Prerequisite: None. No Fee.

755 WEIGHT TRAINING — S – ½ CR

This class offers scholars an opportunity to improve their strength and basic athletic conditioning. Scholars and teacher will work together to fit the individual's needs.
Prerequisite: None. No Fee.

INDIVIDUAL SPORTS

The following are individual sports and may be taken for fun or to compete against other schools

751 BOWLING — S – ½ CR

This class is designed to help scholars develop proper technique and form. Scholars may have opportunity to compete against other schools.
Prerequisite: None
Required Fee: $125 (early payment discount available) (non-refundable once the semester begins)

753 TENNIS — S – ½ CR

This class is for scholars interested in learning and improving their tennis skills. They will have an opportunity to test their skills in competition. The top six scholars may compete against other schools and clubs.
Prerequisite: None
Required Fee: $30.00 (early payment discount available)

754 GOLF — S – ½ CR

This class is for those with an interest in learning and improving their golf skills. Scholars will receive instruction and have an opportunity to test their skills. Lessons will be at the driving range and players will play every Friday on the golf course. The top five players may compete against other teams and schools.
Prerequisite: Teacher approval
Required Fee: $125 (early payment discount available) (non-refundable once the semester begins)

TEAM SPORTS

The following sports are team sports and participants will compete in the CAA against other charter schools. Those scholars enrolling in any of the following will be enrolled in the last hour team sports class. All participants in team sports will be charged the fee listed for each team sport to cover the cost of the facilities and referees.

ECA Tax Credits may be used to help cover sport class fee.

GIRL'S SCHEDULE

The fall sports classes include volleyball and basketball. The spring classes include basketball, softball and soccer.
Required Fee: Fees required (see course descriptions)

BOY'S SCHEDULE

The fall team sports classes include tackle football & basketball, and the spring classes include basketball, baseball and soccer.
Required Fee: Fees required (see course descriptions)

752 BOYS BASKETBALL **Y – 1 CR**

This class is planned for those scholars with a high level of interest and skill. The class provides training in fundamentals of basketball in addition to concepts of team play. Athletes will compete in the Charter Athletic Association (CAA) against other schools.
Prerequisite: Tryouts and Teacher approval
Required Fee: $250 (Two-semester sport)
(early payment discount available)

756 SOCCER **S - ½ CR**

This class is planned for those scholars with a high level of interest. This is a co-ed class; both boys and girls may participate. The class provides training in fundamentals of soccer, and prepares athletes for competition in the Charter Athletic Association (CAA).
Prerequisite: Tryouts and Teacher approval
Required Fee: $125 (early payment discount available)

757 BASEBALL **S – ½ CR**

This class is planned for those scholars with a high level of interest and skill. The class provides training in fundamentals of baseball in addition to concepts of team play. Athletes will compete in the Charter Athletic Association (CAA) against other schools.
Prerequisite: Tryouts and Teacher approval
Required Fee: $125 (early payment discount available)

758 TACKLE FOOTBALL **S – ½ CR**

This class is planned for those scholars with a high level of interest and skill. Training will begin prior to the beginning of school; all interested scholars should contact a coach for full details. Athletes will compete in the Charter Athletic Association (CAA) and have an opportunity to compete against other teams and schools.
Prerequisite: Tryouts and Teacher approval
Required Fee: $400 (early payment discount available)

761 GIRLS VOLLEYBALL **S- ½ CR**

This class is planned for those scholars with a high level of interest. The class provides training in fundamentals of volleyball, and prepares athletes for competition in the Charter Athletic Association (CAA).
Prerequisite: Tryouts and Teacher approval
Required Fee: $125 (early payment discount available)

762 GIRLS BASKETBALL **S- ½ CR**

This class is planned for those scholars with a high level of interest. The class provides training in fundamentals of basketball, and prepares athletes for competition in the Charter Athletic Association (CAA).
Prerequisite: Tryouts and Teacher approval
Required Fee: $250 (Two-semester sport)
(early payment discount available)

763 GIRLS SOFTBALL **S- ½ CR**

This class is planned for those scholars with a high level of interest. The class provides training in fundamentals of softball, and prepares athletes for competition in the Charter Athletic Association (CAA).
Prerequisite: Tryouts and Teacher approval
Required Fee: $125 (early payment discount available)

GENERAL ELECTIVE COURSES

715 DRIVERS EDUCATION — S – ½ CR

This class covers the classroom portion of the driver's education and does not provide any behind the wheel training. This course is aimed at the development of knowledge, skills and attitude necessary for performing as a competent vehicle operator.
Prerequisite: Must be 15 years and seven months old by the completion of the course.

740 RELEASE TIME — S – 0 CR

This class is for those scholars who are leaving campus to attend a program of religious instruction.

778 DIGITAL IMAGING — S -½ CR

In this class scholars learn the basics of how to use a consumer digital camera, adjusting settings, importing digital images to a computer, manipulation of the image using Adobe Photoshop, preparing images for print, and email and web usage. The scholars learn how to share images through the creation and use of a weblog using Dreamweaver to create simple webpages.

Except for a very few days all photos must be taken outside of class time. Class time is used for preparing images for print and online viewing.
Requirements: $20 Fee (early payment discount available) and minimum of 3 megapixel camera

779 ADV. DIGITAL IMAGING — S - ½ CR

Accelerated 778 Digital Imaging
Prerequisite: Digital Imaging or teacher approval
Requirements: $20 Fee (early payment discount available) and minimum of 3 megapixel camera

INDEPENDENT STUDY

911 SERVICE LEARNING TUTORING — S – ½ CR

This is an independent study opportunity for scholars willing to volunteer time after the regular school hours to assist other scholars by tutoring a chosen subject. Scholars must commit a minimum of 4 hours per week to receive credit. This is an after school hours opportunity and does not need to be scheduled with the school class schedule.. The student will work under the direction of an assigned teacher. Scholars wishing to participate should apply through their guidance counselor or the administration.
****Maximum credit allowed = 1credit**

912 SPORTS MANAGEMENT — S – ½ CR

This is an independent study opportunity for scholars wanting to assist one of the Heritage Academy sports teams. Duties may include scoring, keeping statistics, managing equipment, in addition to duties assigned by coaches. Scholars need to be in attendance at all games and functions as set forth by the coach. Student does not need to be enrolled in the class unless otherwise agreed.
****Maximum credit allowed = 1credit**

913 VIDEO & TECHNOLOGY AID — S – ½ CR

This is an independent study opportunity for scholars with photography and video abilities and interests. Scholars will attend and videotape games in order to produce short highlight reels for daily viewing on the school monitors. Scholars will also produce individual and team highlight videos for presentation at the team banquet. Not required to be enrolled in the class.
****Maximum credit allowed = 1credit**

COLLEGE FAST TRACK PROGRAM – DUAL ENROLLMENT

This program will enable Heritage scholars to earn college credits while attending Heritage Academy. Scholars and families will see the following benefits:

1. Save time
2. Save money
3. Eliminate duplicate classes
4. Progress at the right speed
5. Better prepared for college
6. Credits transfer to college/university*

*verify with college/university accepting credits

What is Dual Enrollment?

Dual Enrollment is a program which enables scholars to earn college credit while attending high school. A Dual Enrollment course is a class currently taught at Heritage, which is now approved for college credit. Initially courses will be offered through a partnership with Rio Salado College. Rio Salado College is a member of the Maricopa County Community College District and is certified with the National Alliance of Concurrent Enrollment Partners. Credits transfer to most major colleges and universities within Arizona and the United States.

Who can participate?

- Scholars enrolled at Heritage grades 9-12
- Must pass Reading Placement Test by Rio Salado or score PSAT > 92, SAT > 929, or ACT > 21, or have meet or exceeds on AIMS testing
- May need to take additional college placement exams depending on course(s)

Is there financial assistance?

Yes, some tuition assistance is available through Rio Salado College. Contact the Rio Salado Financial Aid Office at 480-517-8310 for additional details.

How many credits can I earn?

That's up to you! An Associate's Degree typically requires 60 credits. If a scholar earns 15 credits per year for the four years in high school, an Associate Degree is achievable. This is a very aggressive goal, but more achievable by highly motivated scholars. Even taking a few college classes will give you a *fast start* into college.

How Do I Get Started?

Assess your college interests and the subjects you would like to study. Also study the graduation requirements for Heritage Academy. With this information, make a plan for each year of high school. Once you have identified your courses, use our online tool to register for the classes you would like to take at Heritage. You also will need to contact Rio Salado College at (480) 517-8080 to begin the registration process.

For more information visit http://www.riosalado.edu/dual.

DUAL ENROLLMENT ADMISSION AND TESTING GUIDELINES

To enroll in a Dual Enrollment class, scholars must meet admission requirements or have completed the prerequisites for the course.

ENG101 and most math classes **require** an ACCUPLACER skills test:

1. Writing test for ENG101 course
2. Math test for math courses

To enroll in classes other than ENG 101 or math, scholars must have one of the following to qualify for admittance into the Dual Enrollment Program:

1. Preliminary Scholastic Aptitude Test (PSAT) composite score greater than 92
2. Scholastic Aptitude Test (SAT) composite score greater than 929
3. American College Test (ACT) composite score greater than 21
4. Arizona's Instrument to Measure Standards Test (AIMS) score of Meets or Exceeds on the Reading portion of the test.
5. Completed ACCUPLAER Reading placement skills test for courses other than ENG101 or math.

Most beginning classes require an admissions test score or qualifying placement score and advanced classes require the completion of prerequisite coursework.

General Placement Testing Information

- Assessment tests are provided at no charge to scholars.
- All testers **ARE REQUIRED** to present valid and current picture identification before testing. Valid forms of picture identification: School ID Card, Driver's License, State issued identification card, or Passport.
    - Rio Salado also requires that scholars' have an 8 digit Maricopa Student ID number before they can test. Click here for instructions on obtaining a Student ID number. If you get an error message, call the Rio Salado Registration Help Desk at (480) 517-8540. Tell them you need to be "Quick Admitted Only" and are experiencing problems obtaining your student numbers.

Testing at a Rio Salado Testing Center

East Valley:	1455 South Stapley Drive, Suite 15 Mesa, AZ 85204	(480)377-4150

ENGLISH

ENG101 FIRST-YEAR COMPOSITION S – ½ CR

Emphasis is placed on rhetoric and composition with a focus on expository writing and understanding writing as a process. This course focuses on establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total.
Rio Salado College: 3 credits
Prerequisites: Appropriate writing placement test score, or a grade of C or better in ENG091 or ESL097.

ENG102 SECOND-YEAR COMPOSITION S – ½ CR

Emphasis is placed on rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Scholars will develop advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total.
Rio Salado College: 3 credits
Prerequisites: Grade of C or better in ENG101

ENG 111 TECH & PROFESSIONAL WRITING S – ½ CR

This course covers analyzing, planning, organizing, researching, and writing correspondence, reports, and presentations for specific work-related audiences, and includes integrating data and graphics into work-related documents and presentations.
Rio Salado College: 3 credits
Prerequisites: ENG101 with a grade of C, or better.

ENH 110 INTRODUCTION TO LITERATURE S – ½ CR

This course is an introduction to international literature through various forms of literary expression; e.g., poetry, drama, essay, biography, autobiography, short story, and novel. It provides a global overview of literature with special emphasis on diverse cultural contributions of women, African Americans, Asian Americans, Hispanic Americans, and Native Americans.
Rio Salado College: 3 credits
Prerequisite: Appropriate English Placement Test

FOREIGN LANGUAGES

SPA 101 – ELEMENTARY SPANISH I S – ½ CR

This course focuses on basic grammar, pronunciation and vocabulary of the Spanish language and includes the study of the Spanish-speaking cultures. Scholars practice listening, speaking, reading, and writing skills.
Rio Salado College: 4 credits
Prerequisites: Appropriate Placement Exam

SPA 102 ELEMENTARY SPANISH II S – ½ CR

This course is continued study of grammar and vocabulary of the Spanish language and study of the Spanish-speaking cultures. Emphasis is placed on speaking, reading, and writing skills.
Rio Salado College: 4 credits
Prerequisites: SPA 101

SPA 201 INTERMEDIATE SPANISH I S – ½ CR

Course is a continued study of essential Spanish grammar and Spanish-speaking cultures. Scholars continue practice and development of reading, writing, and speaking skills in Spanish. Class emphasis is on fluency and accuracy in spoken Spanish.
Rio Salado College: 4 credits
Prerequisites: SPA 102 or SPA 111

SPA 202 INTERMEDIATE SPANISH II S – ½ CR

Course consists of review of grammar, continued development of Spanish language skills with continued study of the Spanish-speaking cultures.
Rio Salado College: 4 credits
Prerequisites: SPA 201

MATHAMATICS

MAT151 COLLEGE ALGEBRA / FUNCTIONS Y – 1 CR

Analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, modeling and solving real world problems. Additional topics may include matrices, combinatorics, sequences and series, and conics.

Rio Salado College: 4 credits
Prerequisites: Grade of "C" or better in MAT120, or MAT121, or MAT122, or equivalent, or satisfactory score on District placement exam.

Course Notes: Scholars may receive credit for only one of the following: MAT150, MAT151, MAT152, or MAT187.

MAT182 PLANE TRIGONOMETRY Y – 1 CR

A study of measures of angles, properties of graphs of trigonometric functions, fundamental identities, addition and half-angle formulas, inverse trigonometric functions, solutions of trigonometric equations, complex numbers and properties of triangle solution.
Rio Salado College: 4 credits
Prerequisites: Grade of "C" of better in MAT150, or MAT151, or MAT152, or equivalent, or concurrent registration in MAT150, or MAT151, MAT152, or satisfactory score on District placement exam.

Requirements: Graphing Calculator May receive credit for only one of the following: MAT182 or MAT187.

MAT187 PRE-CALCULUS Y – 1 CR

This pre-calculus course combines topics from college algebra and trigonometry in preparation for analytic geometry and calculus.
Rio Salado College: 5 credits
Prerequisites: Grade of B or better in MAT120, or MAT121, or MAT122, or equivalent, or satisfactory score on district placement exam.
Requirements: Graphing Calculator.

Course Note: Strongly recommended that scholars have some knowledge of trigonometry.
Scholars may receive credit for only one of the following: MAT150, MAT151, MAT152, or MAT187.

MAT 220 CALCULUS WITH ANALYTICAL GEOMETRY I Y – 1 CR

Course topics include: limits, continuity, differential and integral calculus of functions of one variable.
Rio Salado College: 5 credits
Prerequisites: Grade of "C" or better in [MAT182 and (MAT150, MAT151 or MAT152)], or MAT187, or appropriate Math placement test score. Course Notes: Scholars may receive credit for only one of the following: MAT220 or MAT221.
Requirements: Graphing Calculator

COMPUTERS

CIS105 SURVEY OF COMPUTER INFORMATION SYSTEMS S – ½ CR

This course is an overview of computer technology, concepts, terminology, and the role of computers in business and society. Discussion of social and ethical issues related to computers. Use of word processing, spreadsheet, database, and presentation software, uses of application software and the Internet for efficient and effective problem solving as well as exploration of relevant emerging technologies.
Rio Salado College: 3 credits
Prerequisites: None.

BPC 135 WORD LEVEL I S – ½ CR

Using Word processing software to create and name files, edit text, format, and print a variety of documents.
Rio Salado College: 2 credits
Prerequisites: The ability to use a keyboard at a minimum of 24 wpm or permission of instructor

BPC 235DK WORD LEVEL II S – ½ CR

Using Microsoft Word processing software features such as math, columns, macros, styles, graphics, sort, outlines, and table of contents. **Rio Salado College: 2 credits**
Prerequsites:BPC135DK or permission of Instructor

SCIENCE

BIO 100 BIOLOGY CONCEPTS — Y – 1 CR

This is a full year introductory course covering basic principles and concepts of biology. Methods of scientific inquiry and behavior of matter and energy in biological systems are explored. Field trips may be required at scholars' expense.
Rio Salado College: 4 credits
Prerequisites: None

BIO 100 LABORATORY FOR BIOLOGY CONCEPTS

Lab is taken in conjunction with BIO 100
Rio Salado College: 0 credits
Prerequisites: None

BIO 160 INTRODUCTION TO HUMAN ANATOMY & PHYSIOLOGY — Y – 1 CR

This course focuses on principles of scientific method and includes the following: structural organization, homeostasis and control mechanisms of the body, specific chemistry concepts, structure and function of the major systems of the body.
Rio Salado College: 4 credits
Prerequisites: None.

BIO 160 LABORATORY FOR INTRODUCTION TO HUMAN ANATOMY & PHYSIOLOGY

Lab is taken in conjunction with BIO 160
Rio Salado College: 0 credits
Prerequisites: None.

PHY 111 – GENERAL PHYSICS — Y – 1 CR

This is a rigorous course, and the content is similar to a general Physics class at the college level. The year starts with a fast-paced section on kinematics, vectors, Newton's laws of motion, momentum, work, energy, rotational motion, gravity, electricity, harmonic motion, waves, sound and light. If time permits, a brief introduction to special and general relativity may be added at the end of the course. A graphing calculator will be needed for graphical analysis and to aid in calculations. Course includes study of motion, energy, and properties of matter.
Rio Salado College: 4 credits
Prerequisites: MAT182, or MAT 187, or one year high school Trigonometry with a grade of C or better, or permission of Department or Division.

HISTORY

HIS103 US HISTORY TO 1865 — S – ½ CR

Covers the political, economic, and social development of United States from the Pre-Columbian period through the end of the Civil War (1865).
Rio Salado College: 3 credits
Prerequisites: 11th Grade and 12th Grade only

HIS104 US HISTORY TO PRESENT — S – ½ CR

Course studies the political, economic, and social development of United States from 1865 to the present time.
Rio Salado College: 3 credits
Prerequisites: 11th Grade and 12th Grade only