A.3.2 Course Offerings and Graduation Requirements

Students must earn 22 credits (19 required and 3 electives) and meet or exceed the Arizona Instrument to Measure Standards (AIMS) requirements in order to graduate from WILD.

The school's graduation requirements, below, are geared to satisfy state requirements as well as the entrance requirements of Arizona's 4-year colleges and universities. In doing so, graduating students are qualified to apply to the full range of post-secondary educational opportunities.

Curriculum	WILD Diploma	AZ University Entrance
English	4	4
Math	4 (Algebra I, Algebra II, Geometry, Statistics and Applied Math)	4 (Algebra I, Algebra II, Geometry, and an advanced math)
Science	3 Lab Sciences (Earth Science, Biology, Integrated Science)	3 Lab Sciences
Social Studies	3 (World History, American History, U.S. Governance and Leadership)	2 (American History and one social studies)
Spanish	2	2 (same foreign language)
Fine Arts	1	1
Senior Project	1	0
Electives (including .5 Health/Fitness)	4 (including WILD's senior internship)	4
TOTAL	22	20
Grade Point Average	C or better (2.0+) in required courses	B or better (3.0+)
AIMS	Reading Math Writing (Meets or Exceeds)	

Additional Course/Credit Guidelines

1. One (1) unit of credit is granted for work completed in a subject that meets one period daily for the academic year. One-half (1/2) unit of credit is granted for work completed in a subject that meets one period daily for one semester of the academic year. Credits applied toward high school graduation must be earned in grades 9 though 12. The only exceptions are dual-enrollment Spanish I or higher-level language classes. Grades earned in these classes will be recorded on the senior high school transcript, included in the student's GPA and will not be removed.
2. Freshman, Sophomore and Junior students are expected to enroll in a minimum of five courses per year, plus x-block electives. Seniors on track to graduate are expected to enroll in a minimum of four courses, with adjustments negotiated in advance for Senior Project and Senior Internship.
3. Coursework in accredited summer and night school programs may be accepted toward graduation requirements. Students must obtain approval by the principal or designee prior to enrolling in the course.

4. Acceptance of transfer credits from sources outside of WILD is not automatic. Note that WILD's 65 minute periods for core academics are longer than the 50-minute periods customary in district high schools.

High School Grade Classifications: Students are expected to graduate by completing a four year program of study. The following indicates progress toward that graduation goal.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
A student who has fewer than 6 credits when school opens in the fall.	A student who has earned 6 credits when school opens in the fall.	A student who has earned 11 credits when school opens in the fall.	A student who has earned 16 credits when school opens in the fall.

Explanation of Course Grades: All courses taught for credit receive a letter or pass/fail grade. Grade point values and the percentages used to determine each grade are listed below.

Percentage Letter Grade **Grade Point Value**
90-100 = A = Superior.....4.0
80-89 = B = Above Average 3.0
70-79 = C = Average..... .....2.0
60-69 = D = Below Average 1.0
50-59 F = Failure 0.0
P = Pass (reserved for designated pass/fail courses)
I = Incomplete (maximum length of time to make up a course is one semester) If not completed the incomplete turns to "F"

Grades are impacted by attendance: Satisfactory attendance at school is essential to learning, and regular attendance is a key to academic success. Satisfactory attendance at school is the responsibility of the student and his or her family. A student must attend at least 90 percent of class sessions to earn credit. Failure to meet this standard may lead to withholding of credit. Cases involving prolonged illness or unusual circumstances will be reviewed by the school administration.

Exhibit 1 - Western Institute for Leadership Development – Course Offerings

COURSE	DESCRIPTION
English I	Freshman English emphasizes language fluency and surveys the ways that the "big questions" facing human beings are addressed through various literary themes and genres. Skills taught include reading comprehension, sentence and paragraph structure, vocabulary development, argumentation, and public speaking to prepare students for a variety of communication challenges, including the AIMS test. Students analyze texts to understand how various authors' express their unique voice and perspectives, as well as to understand literary tools and conventions and apply them effectively in their own writing. This course is taught in conjunction with Social Studies I - World History using an interdisciplinary approach. The two courses survey major political, social, cultural, economic, technological, and artistic issues, allowing students to integrate understanding and skills from both disciplines. Note that media production and writing are emphasized across the curriculum.
English II	Sophomore English further develops the language skills introduced in English I and focuses on American literature, covering primarily U.S. authors, but including authors from throughout the Americas. Students read works of recognized literary merit which reflect the values of the cultures studied. Composition instruction concentrates on writing and organizing expository essays, as well as other literary forms. Students further refine skills in argumentation and analysis, public speaking and presentation skills. The course is taught in conjunction with Social Studies II – American History, and includes preparation for the AIMS test.
English III	Junior English focuses on stylistic and rhetorical analysis with an emphasis on texts addressing the evolution of social systems, including issues of leadership and governance, social justice, and the relationship of humanity and nature. Written assignments incorporate critical reading of primary and secondary sources, and original production of 1) analytical and persuasive essays, 2) written and performance poetry, 3) short narrative screenplays, and 4) short documentary scripts. This course is taught in conjunction with Social Studies III – U.S. Governance and Leadership. Assignments prepare students for the SAT exam as well as community leadership and agenda-setting through the media.
English IV	Senior English focuses on analysis and appreciation of autobiographical works, poetry, and cultural studies exploring individuals' search for meaning in their unique time and place in history. At this critical time of self-exploration and direction, seniors and instructors work together to direct students' inquiry toward works that will inspire their passions, explore possible career directions, and help ask and answer the "big questions" they currently face in their lives. Original writing and public presentation take many forms, as students strengthen their own personal values and voice.
Social Studies I – World History	This Freshman course surveys global socio-political and cultural history from antiquity to the present, from a Western perspective. Emphasis is on the development of institutions and ideas which shape our society today. Students

	learn to use research skills to study history, including but not limited to interpreting and creating maps, charts, graphs, timelines, and tables. The course is taught in parallel with English I.
Social Studies II – American History	Sophomore Social Studies focuses largely on U.S. history and culture from European colonial settlement through present day. At critical points in the course, students will widen their focus to the history and culture of "the Americas," including North and South America and their political, economic, and cultural inter-relationships, in parallel with studies in English II.
Social Studies III – U.S. Governance and Leadership	This course focuses on U.S. government and politics from a leadership perspective, including analysis of constitutional development, the interrelationship of executive, legislative and judicial powers, political beliefs and behaviors, parties and interest groups, civil rights and liberties, and the exercise of citizenship at the national, state, and local levels. The course is taught in conjunction with English III.
Algebra I	Students extend their understanding of number theory, perform basic operations on monomials, and work with factoring, exponents, graphing, and quadratic equations to apply these skills to model and solve real-world problems.
Geometry	Students master the concepts of geometric forms and processes, including problem-solving and logic. Topics include lines, planes, theorems, constructions, measurement of two-dimensional and solid figures, coordinates, and proofs in the context of real-world problem-solving and projects.
Algebra II	This course expands on the concepts and critical thinking skills gained in Algebra I and Geometry. Students will use functions (including linear, quadratic, polynomial, rational, exponential, and logarithmic), linear systems and matrices, complex numbers, and sequences and series in real-world projects.
Mathematics IV – Applied Math and Statistics	This course will cover organization of data, measures of central tendency and association, linear regression and correlation, probability, and the exercise of sampling and statistical inference. This course will culminate in students creating and implementing a participatory action research project.
Science I – Earth Science	This course is to provide students with the scientific principles, concepts, and methodologies required to understand human beings in context of the life sciences and interrelationships within the natural world, to identify and analyze environmental problems both natural and human-caused, and to examine alternative solutions for resolving and/or preventing them.
Science II - Biology	Sophomore biology is a laboratory course that explores the history of life science discoveries as they relate to current events and research questions. The social and ethical aspects of science will be covered, as well as the habits of mind that foster critical thinking and scientific discovery. Topics covered include genetics, cells and cell processes, evolution, and ecology.
Science III - Integrated Science	Critical and logical thinking skills are further developed through resolution of selected problems in biology and interrelated disciplines based on understanding

physical laws, chemical interactions, and system dynamics.

Spanish I This year of basic language instruction, focuses on the core skills of listening, speaking, reading and writing of Spanish. Classroom activities are augmented through a comprehensive cultural approach to the Spanish-speaking world, with activities ranging from music, art, film, theater, food, and community service.

Spanish II Students further develop their listening, speaking, reading, and writing skills through a variety of activities. They will continue to study grammar and vocabulary; increase the use of Spanish for active communication; read short stories, articles, and literary works; write stories and essays that employ learned grammatical concepts and vocabulary; and study Hispanic geography and culture through readings and films.

Senior Project For the year-long senior project, incoming seniors select teacher- and community mentors, develop a proposal, agree upon goals and rubrics for the project, and spend an entire year in rigorous inquiry and application of knowledge, culminating in a year-end exhibition.

Samples: Electives

Senior Internship An elective, the senior internship and placement in an appropriate workplace is designed by the student and teacher-advisor and, possibly, community mentor(s) that have developed relationships with the student during previous projects. Internships are well-placed and well-structured opportunities to work in business, government, or the non-profit sector to provide students with valuable relationships, experiences, and insights into potential careers.

Spanish III - (Dual enrollment) Spanish III, an elective, is offered as a dual course for both high school credit and college credit for college-level Spanish I, to be taken at Pima College, Tucson.

Independent Study An elective, a 1-semester (.5 point) independent study may be proposed and negotiated by any junior or senior that has passed the 10th grade AIMS test and maintained at least a 3.0 grade point average. Independent studies may be organized as interdisciplinary projects that further students' academic and personal goals and meet the criteria of a committee of the student's teacher-advisor and at least one additional faculty mentor that will be responsible for awarding a course grade.

Media Arts Several 1-semester (.5) point Media Arts electives will be offered each year at the discretion of the Media Arts instructor and in response to students' interest and skill levels, potentially including:

Publishing on Demand (POD): Students combine the skills of writing, photography, electronic design, into production of a paperback book using a variety of software tools.

Advanced Video Editing (.5): Students develop nonlinear editing skills working with a variety of techniques to create a short narrative or documentary video.

Fine Arts

Several 1-semester (.5) point Fine Arts electives will be offered each year at the discretion of various instructors and in response to students' interest and skill levels, potentially including:

Digital Design (.5): Students explore the design fundamentals used in the fields of advertising, new media, graphic design and illustration. Design skills include logo design, printmaking, cartooning, and/or poster and brochure design, with inquiry into the impact of various design elements on the audience.

Creative Writing (.5): Poetry involves both writing, performance, and peer-criticism in a "critical friends" community of artists. Planning one or more slam and/or other performances and exhibitions for the entire community are part of the course—possibly including local, regional, and national competition.

Dance Team (.5): Students and instructor(s) choreograph selected music and present one or more performances for the community, possibly including local, regional, and national competition.

Sociology-Student Governance

(1 credit) Like the Bay Area School of Enterprise, the Western Institute highly values the practice of leadership in the school community. The Sociology class is an elective enabling any student to join the student governance team at the school. Not a "student government," this is a committed group that assists in setting school policy and plans full school meetings each Friday. Sociology includes both the practice and study of governance in order to further develop personal skills and institutional best practices.

PAR

Participatory Action Research (.5 or 1 credit): This elective involves an individual or group of students working with a teacher-advisor and/or community mentor on a community action or service learning projects. Activities include research, planning, and implementation of a project; evaluation and celebration of results; and reflection on self/group learning and experience. Results of each project are shared and celebrated with the community.

Social Entrepreneurship

(.5 or 1 credit): This course involves creating a for-profit product or service to expand a non-profit organization's revenue stream or introducing a socially conscious improvement into the products or processes of a for-profit organization. Social entrepreneurship may involve creating an entire sole proprietorship, corporation, or other business model as a vehicle for achieving a social goal. Students may enroll for a semester or a full year, and will share results with the community in a format of their choice.