## A.3.2 Course Offerings and Graduation Requirements

At Copper Point High School, our minimum graduation requirements match the minimum entrance requirements for Universities. All of our students deserve to graduate with all credits they need to immediately attend a University. The chart below illustrates the minimum requirements to graduate from Copper Point High School:

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| **English/Language Arts** | **4 credits** |
| **Math** | **4 credits** |
| **Science** | **3 credits** |
| **Social Studies** | **3 credits** |
| **CTE/Fine Art** | **1 credits** |
| **Electives** | **7 credits** |
| **Foreign Language** | **2 credits** |
| **Total** | **24 credits** |

Students at Copper Point High School will need to demonstrate mastery in order to move forward in the program in each credit course. Criteria for Mastery include:

- passing formative and summative assessments in each class,
- completing 20 community service hours
- all required coursework as assigned and evaluated by the teachers,
- passing Promotion at 10th and 12th grade levels.

Letter Grades in the courses will be awarded based on the following percentages:

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|---|---|
| A | 90-100% |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| F | 59% and below |

Students who receive a letter grade in the shaded area, D or F, will be placed on Academic Remediation. Students will be required to attend tutoring to attain mastery of the standards they have not yet achieved. This remediation is described in full in the Program of Instruction and is accounted for in the PMP. Students who receive a D or an F in a course will receive a grade of "Incomplete", thereby not receiving credit for the course, until remediation is completed. If a student does not complete the required remediation or the remediation does not demonstrate mastery of the standard, the student will fail the course and be required to retake it before moving to the next grade level.

<u>Post Tests:</u> Post Tests will be used to evaluate each student and ensure mastery. Students who do not demonstrate mastery on their post tests will be required to attend tutoring until mastery is met. Students who do not meet the mastery will be unable to promote to the next grade level. This process holds students

accountable for their learning and ensures that students who are not ready to go to the next level are not being passed through without the proper skills to be successful. Counseling will be provided at all grade levels to determine if students are honing and maintaining the skills necessary to be successful in the high school grade levels. With that in mind, students who are falling below the standards but wish to remain in the program must demonstrate through their character that they are willing to persevere and work hard to achieve the standard. This means coming to scheduled tutoring on Fridays.

**Character Grades:**
Students at Copper Point High School will have a character grade that is used for informative purpose on behavior, effort and will be utilized in feed back for parent/teacher conferences and will be used to determine eligibility for after school activities. Character grades are determined by the teacher and staff at Copper Point High School and are assigned per course. Community members will also give students character grades as students complete their community service. These will be taken into account by the Crew teacher. Community Service Grades are assigned as follows:

| | |
|---|---|
| Excellent (E) | Student regularly and consistently goes above and beyond to demonstrate Discipline, Integrity, Perseverance, Respect and Responsibility |
| Satisfactory (S) | Student successfully demonstrates the desired character traits of Discipline, Integrity, Perseverance, Respect and Responsibility |
| Unsatisfactory (U) | Student has difficulties consistently demonstrating one or all of the desired character traits of Discipline, Integrity, Perseverance, Respect and Responsibility |
| Falls Far Below (F) | Student rarely demonstrates Discipline, Integrity, Perseverance, Respect and Responsibility and regularly needs redirection. |

Students who receive a “U” or “F” in character will ineligible to participate in extracurricular activities, such as sport and clubs. At this point, students will be given a character conference to discuss deficiencies in character and develop a plan to improve their character grade. Once “Character Remediation” has been completed, students will have their eligibility reinstated for extracurricular activities. Students who consistently are receiving “F”s in character will be placed on Behavior Contracts and receive a Behavior Modification plan. Consequences will be discussed in a counseling meeting with the student, parent, teacher and administration. Students who consistently receive excellent scores in their character grades will receive positive reinforcement in the form of various programs.

Students with exceptional character who receive a D will be considered insufficient in the skills necessary to master the standards. However, these students will be required to undergo tutoring hours, based on Strategy III of our Performance Management Plan. Once mastery is demonstrated through these focus tutoring classes, students will be allowed to be promoted. However, students without exceptional character who receive a D in their course will not be considered for these tutoring hours and will meet with the administrative staff to determine the next appropriate step for these students. The staff will work diligently with the students to find an alternative learning model that will fit the student’s needs.

The process for awarding credits will be determined based on content mastery. A student must receive a “C” grade or better in a course to receive a credit for that course. In each class, students will demonstrate content mastery by taking a post test (final exam) that is worth 20% of their overall grade. This test will be

linked with the standards and will demonstrate specific areas in which mastery has been attained. Likewise, it will allow teachers to evaluate the overall growth of the student. This in addition to coursework and projects, at the discretion of the teacher, will determine whether or not the students will progress to the next grade level.

A Promotion Panel will take place at 10th and 12th grade. This intense display of student work will occur before a panel comprised of the classroom teacher, administration, other staff and community members. Students will present their portfolios and analyze and interpret their content grades, citing evidence from their personal school work. The panel will complete a rubric that will provide feedback to the teacher, student and parents. This feedback will not determine the Promotion Panel grade, but will celebrate student learning and accomplishments over the past year. The purpose of an unbiased panel is to provide students with experience in presenting and interviewing before a panel. The teacher, who also sits on the panel, will utilize the feedback from the panel to inform the rubric and assign a Promotion Panel grade that is factored into the final course grade.

The student must receive credit in all courses at a "C" grade or better in order to be promoted to the next grade level. Credits are awarded based on coursework, post tests and, in 10th and 12th grade, Promotion Panel grades. If, based on these criteria, a teacher decides to retain a student, a written explanation that cites student's deficiencies will be provided to the student and parents.

**Menu of Course Offerings**

ENGLISH/LANGUAGE ARTS

English 9A and B

This course is designed to allow students to use multiple tactics to gain a better understanding of the English language. The emphasis of this course will be the study of speech, grammar, writing and reading through many different forms of literature and writing. Students will participate in some pre-writing assignments to assess their individual levels. Students will expand their knowledge base through reading and writing in different formats. The students will demonstrate higher order thinking skills to include knowledge, comprehension, application, analysis, synthesis and evaluation.

English 10A and B

This course will place emphasis on the study of world literature, writing and grammar, as well as the student's personal connection to the real world through the use of these skills. This course will extend knowledge, comprehension and the ability to view, listen, speak and read and write more effectively with multicultural sensitivity. Students will demonstrate competence in their oral and written expression through both formal and informal presentations for assessment. Students will utilize analytical and critical thinking in relating studies to their personal experiences and real life.

English 11A and B

These courses cover American Literature from the earliest literature of the Native Americans through the modern day. Students will read and analyze literature, define genre such as documents, journals and various forms of essays, and become familiar with a number of literary concepts, terms and forms. Writing assignments include, but are not limited to: a compare/contrast essay, journals and diaries, documents, personal narratives and literary analysis.

English 12A and B
This course explores early and contemporary British Literature including short stories, essays, and poetry by authors from Britain and the British Colonies. Students will read and analyze a novel and will explore related literary concepts and terms. Writing assignments include, but are not limited to: a daily journal, argumentative and comparative essays, definition, poetry and a research project.

SOCIAL STUDIES

World History A and B
This course is the study of civilizations from the prehistoric period through the 20th century. It delves into the underlying basis of the today's world by investigating some of the periods that helped shape modern times. The course is designed to give a global perspective on modern world history, paving the way for the world in which we now live. Students will rely on primary sources as well as the textbook and lecture information to master a comprehension of world events.

US/AZ History A and B
This course covers the Arizona State Standards concerning U.S. History. In this course students will explore and analyze significant trends, topics, ideas, events, people, and themes throughout the history of the United States' existence stretching from before the independence movement until modern times. In addition, students will also learn about Arizona's path to statehood.

American Government
This course is designed to provide the student with a basic understanding of the foundation and the organization of government. Emphasis is placed on the philosophical and historical roots of American government, principles and types of government, the three branches of government, and state and local government in Arizona. Students will develop the requisite knowledge and skills for informed, responsible participation in public life.

Economics
In this course students will cover the basics of economics, micro and macroeconomics, global economics, as well as, personal finance. It is the goal of this class to provide students with a basic understanding of monetary systems and their roles within them. Students will be expected to develop the skills necessary for analyzing and evaluating various economic systems and be able to translate these skills into real world applications.

MATHEMATICS

Algebra 1A and B
Students in this course will be introduced to algebraic concepts and will develop evaluation and analysis skills. These concepts include problem solving, linear equations and inequalities, and operations with polynomials. Algebra 1A combines concepts learned in previous math courses and displays how they are related in a specific context. Algebra 1B is a continued investigation into the concepts introduced in Algebra 1A with an emphasis on graphing and solving linear equations and inequalities to include systems. Additional concepts include sets, direct variation and factoring quadratics using various techniques to include the quadratic formula.

Geometry A and B

Students in this course will study principles of geometry with integrated material to help recognize the presence of this facet of mathematics in everyday life. Some topics covered in this course include ordered pairs, one-dimensional figures, logic statements, angles, lines, polygons, transformations, triangle congruence and measurement formulas. Students will also have the opportunity to work hands on with the use of manipulatives and constructions. Other topics include the distance and midpoint formulas, circles, size changes, similar figures and an introduction into trigonometry.

Algebra 2 A and B
These courses extend the concepts learned in previous algebra courses. Topics include fractional and negative exponents, quadratic equations, problem-solving and a further introduction to trigonometry. This course is designed to prepare students for college level mathematics and meets university admission requirements.

Pre-Calculus/Trigonometry
This course is designed to use concepts in Algebra ranging from polynomial, rational, and exponential functions to conic sections. In addition, it will allow for geometry to be applied to real world problems. Trigonometry is used in a variety of fields including Engineering, design, and physics. This course provides students with the skills and concepts essential to success in calculus courses in college. Topics include right-triangle relationships, unit circle, sine, cosine, and tangent functions and their applications, inverse trigonometric functions, identities, etc. Students will then begin analytic geometry and calculus concepts such as limits, derivatives, and integrals.

SCIENCE
Integrated Science A and B
This lab science class will introduce scientific processes and reasoning and cover topics relating to the Earth. The class will examine the three major rock types and discuss their depositional environments and learn about the formation of the Earth and its structure. Students will learn how to interpret geologic events, as well as discover how these events affect geologic history. Students will investigate the theory of plate tectonics and determine how this relates to earthquakes, mountain building and volcanism. In addition, students will learn about the processes of the Earth's surface from erosion to mass wasting, the Earth's water cycle, the effects of the oceans, atmosphere and topography on weather and climate. Students will investigate the Earth's natural resources with a specific focus on Arizona. They will be made aware of the Earth's place in the solar system; focusing on the formation and processes of the solar system as well as study star life cycles, the Big Bang Theory and how these subjects relate to the galaxy.

Biology A and B
This lab science course covers topic including: using the scientific method in the study of life, the structure and function of the cell, viruses and bacteria, genetics and human heredity, vertebrate anatomy and human biology. Students will gain a foundation in the theories, laws and facts of biology as a science. They will investigate practical and theoretical problems concerning cells and human physiology by analyzing models and actual cells and cell processes. The second semester will study the science of biology from both an evolutionary and ecological standpoint. Students will gain a foundation in the understanding of the diversity and complexity of life on earth and the network of interrelationships between living and non-living things. Topics included will be: taxonomy and the history of life forms, microscopic and

macroscopic life forms, and the nature of ecological relationships and how these affect adaptation, variation and diversity among species.

Conceptual Physics A and B
This physics lab science course will give students an opportunity to learn the basic laws of motion, momentum, energy, as well as the principles of electricity and magnetism. Students will demonstrate their knowledge of these concepts by participating in "hands-on" learning labs such as building model airplanes or roller coasters.

Conceptual Chemistry
This class will focus on the fundamentals of chemistry via lectures, hands-on activities and laboratories. We will explore the discovery of the periodic table, analyze and write chemical formulas, determine the nature of chemical reactions, make distinctions between acids and bases, as well as learn how to balance chemical equations.

ELECTIVES
Foreign Language: Students will be offered at least 4 semesters of a foreign language. These courses will vary depending on certified staffing and will be developed based off of the Arizona State language standards.

Art: Art courses are developed based on the Elements of Design and the Arizona states standards. Students will progress through various levels of Art and will utilize different mediums, such as graphite, charcoal, white charcoal, and pen and ink through the study of art vocabulary, brief art history and photography. Likewise, students will study linear perspective, the relationship between objects and light, as well as the Principles of Design. Progress and growth will be documented through the use of portfolios.

Intensives: Intensives are an in-depth study of a specific subject. Students will have the opportunity to explore an area of interest. This will be a comprehensive study that could not be possible in a typical classroom setting. Most intensives will include travel, and could include local, regional, national, or international destinations. The Intensive courses may incur additional costs depending on the destination and activities. These courses will be offered in January and May. Specific intensive course descriptions will be available through the counseling office each semester, generally two months prior to the offering.

Crew: Crew is a required course, and typically meets daily for 40 minutes. Students must meet all Crew standards in order to pass. Crew members will learn more about themselves and one another as they explore who they are and where they want to go in life through initiatives, skill building and a post-secondary planning process. Activities such as development of communication skills, goal-setting, and learning profiles will be utilized. Crew leaders will regularly check in with students to monitor academic progress, habits of work, and personal character. In addition, crew members will work with a wellness partner in order to meet personal health and fitness goals. Each semester, students will complete literacy activities, which will include an independent reading program with their crew. They will prepare student led conferences, digital portfolios and promotion portfolios during crew time. Crew will also participate in weekly community gathering and crew duties (campus chores) as well as extensive community service.