Education Plan: A.3.2 Course Offerings and Graduation Requirements

The Model Community Learning Center supports a College, Career and Community ready school which provides a rigorous and comprehensive curriculum designed to meet the needs of a diverse population in urban areas with demographics that include high poverty and significant urban stressors. In meeting the needs of this challenging population it will also meet the learning needs of all young people in the community who wish to participate in rich and innovative opportunities. Because career projections for the next few decades clearly emphasize the need for highly skilled and highly educated individuals who possess strong workplace skills, the graduation requirements will prepare students for entry to the most selective post secondary opportunities. Therefore students are required to successfully complete a minimum of 26 credits for graduation to include (addresses and exceeds the Arizona graduation requirements:

- 4 credits of English/Language Arts
- 4 credits of Mathematics (including the areas of Algebra, Geometry, Algebra II, Trigonometry, Statistics/Probability, Discrete Mathematics and Pre-College Algebra, and when possible Calculus or college level classes)
- 4 credits Scientific Studies (including Environmental, Physics, Chemistry, Biology)
- 4 credits of Social Studies (Global Studies I and II, American & Arizona Studies, American and Arizona Political Studies, and Economics)
- Competency in a language other than English (Minimum 2 credits)
- A minimum of 8 credits to include
    - Humanities/Fine and Performing Arts (minimum 1 credit)
    - Technical Studies/CTE (minimum 1 credit)
    - Leadership Studies(minimum 1 credit)
    - Healthy Living (2 credits)
- Graduation Portfolio
- Junior/Senior Project
- Service Learning (40 hours)

High School Portfolio

As both an exhibit of a student's best work and evidence of competency in the curriculum, the MCLC requires completion and presentation of a portfolio prior to graduation. The portfolio is a purposeful collection of work from core curriculum and elective areas of interest. With the implementation of authentic performance assessment which involves "real world" situations, students are able to complete projects in each class that are relevant for the portfolio.

Students are supported by their teachers who certify projects and insure that the portfolio is complete and representative of the student's finest work. The portfolio process provides the opportunity for students to "showcase" their work, reflect on its purpose and

meaning, and practice communication and presentation skills through a formal exit interview conducted by representatives of the school, parents, and community.

The portfolio will consist of a range of student selected work in each of the following categories. An exhibit may satisfy more than one category.

- Service Learning – 40 hours
- Reading Literacy
- Writing Literacy
- Mathematics Literacy
- Scientific Literacy
- Technological Literacy
- Humanities Literacy
- Workplace Literacy
- Leadership Skills
- Healthy Living
- Student Interest
- Extracurricular Activity
- Transition to Post-Secondary
- Junior/Senior Project
- Final Reflection on High School Experience
- Exit Interview

Teachers must certify that portfolio exhibits meet the school's standards. Each exhibit must be certified as meeting at least the proficient level. Teachers will provide at least one opportunity for a portfolio exhibit in each block. Students will be responsible for selecting the final portfolio items from the full collection of works, present it in a digital format, and complete a final reflection piece on their high school experience.

Junior/Senior Project (JSP)

The Junior/Senior Project is a major project designed to give the student an opportunity to delve into one area of particular personal learning that demonstrates high levels of proficiency. This is an excellent time for exploration of a career; learning a new skill or strengthening one; participating in a social service project; doing an internship; conducting research with professionals; or, trying out that interest for which "there has never been time."

Designing the JSP requires considerable effort, and a great deal of time is devoted during the junior year to help each student develop a plan that assures appropriate application of a time management plan. A booklet outlining the rules and regulations of the JSP is distributed to students at the beginning of the junior year. Students will design their projects and fill out a contract articulating goals and procedures.

Students are required to write journals about their JSP experiences. The Project Director (teacher or partnership member) and the student's advisor will read the journals, fill in evaluation forms and arrange for presentation of the project. The evaluation becomes a part of the student's permanent file which is often used in the preparation of the school's recommendation letter for postsecondary institutions. JSP's may be scheduled during intersession, once they begin in year two of the plan, or during an instructional block so long as all requirements for graduation will still be met.

Course Offerings

Teacher teams will have the opportunity to develop cross disciplinary classes and projects in a block schedule. Initially, the number of courses offered will depend upon funding. We expect to be able to offer all courses that may be needed as the school opens. For example, there may be 9th grade students who will have completed Algebra in 8th grade and will be ready for Geometry so we would expect to be prepared for general math 6 – 8 along with Algebra (8th and 9th) and Geometry. Students will be in Humanities (English/Social Studies) and Technical (Math/Science/Technology) blocks inclusive of a spiral curriculum that incorporates standards for both grade 8 and 9 so students will be able to participate at their instructional level in a cross age or cross grade level arrangement. By using differentiation vital to provide rapid intervention and accommodations for special education and second language learners, this arrangement supports a range of needs with one teaching team and maintains the absolute maximum 25:1 ratio, plus community partners, we believe is necessary to provide individualized attention. As the site grows out and the budget allows, additional core and elective options will gradually be added to match the business plan.

Expected Course Offerings for High School

ENGLISH – English/Language Arts 6,7,8,9, 10, 11, 12
MATHEMATICS – Algebra, Geometry, Algebra II, Trigonometry, Discrete Math, Statistics and Probability, Calculus
SCIENCE – Physics, Biology, Chemistry, Lab Science Electives (Integrated Science)
SOCIAL STUDIES – Global Studies I and II; American and Arizona History, American and Arizona Government, Economics, Electives of interest to students such as Psychology, Social Issues Study, Cultural Studies
FINE AND PERFORMING ARTS – General Art, General Music Appreciation, Drama, Band, Orchestra, Mariachi, Folklorico and Electives of interest to students.
HEALTHY LIVING – Yoga, Fitness Training, Team Sports, Individual Sports, Nutrition, Health for Life
TECHNICAL – Information Technology, Career and Technical Education in areas of interest to students, Joint Technical Classes beginning year 2 of the program
WORKPLACE SKILLS – Conservation Corps, Internships, Practicums

Further enrichment occurs through the Portfolio Projects and through the Junior/Senior Project. As the school adds one high school level each year the offerings will expand in depth based upon the strengths and interests of our students.

Initial Course Descriptions for Core Required Classes

Humanities Block: Project-based, team taught two class period blocks, infusing language arts and social studies. The arts are incorporated as a reflection of the time period in which they occur. Projects are focused on a concept (economics) or a theme (literary or historical period) in which students develop or are given a hypothetical problem to address. All courses are developed to include the Arizona Common Core Standards.

International Studies 6,7,8- Students will examine themes associated with coming of age on a personal as well as political/social levels in a variety World Cultures & Geography, informational and literary texts. Development of organizational skills and academic habits of mind along with skills in collaboration and communication are stressed.

Global Studies 9 and 10 – Students will complete two years of global studies with a focus on world history and culture, informational and literary texts with an emphasis on intercultural literacy.

American Studies 11 – Students will focus on American history and literature to include informational and literary texts reflective of historic and cultural benchmarks and connected to the historical context by theme, setting and author significance during that time period.

Political Studies 12- Students will focus on economics and American government paired with informational and literary texts that reflects political philosophies, political thought, and cultural ideas from the founding of our country forward.

Math/Science/Technology Block: Math and Science are blocked in a two class arrangement to allow for projects to enhance the natural links between these subject areas. However, each course is independent and integration occurs as determined by the Design Team. Whenever possible the appropriate selection and use of technology is emphasized within the context of visualizing, representing and solving problems.

Mathematics: Core offerings range from Algebra I, through Geometry, Algebra II, Trigonometry/Pre-Calculus, to College level courses including Calculus. Students will develop mathematical and critical thinking skills as they apply their knowledge towards solving problems. (In order to insure student success in Math, support classes offered in the elective block as well as before and/or after school tutoring will be mandatory as needed.)

Integrated Math/Science grades 6-8-The Science Academy and Math instruction will provide separate explicit instruction in pre-algebra and algebra along with integrated science covering Earth, Physical and Physics. Technology will be fully integrated.

Algebra I-This course covers topics outlined in the Arizona Common Core Math Standards and includes review for the 9th grade Arizona standardized assessment. Some major topics include linear equations, proportional reasoning, graphing, solving systems of equations, quadratic equations and polynomials.

Geometry-This course covers Arizona Common Core Math Standards and includes review for the AIMS (or PARCC) assessment as well as the PSAT. Some topics include inductive reasoning, proofs, constructions, similar and congruent triangles

coordinate geometry, surface area and volume, right triangle trigonometry, polygons and analyzing circles. Concepts learned in Algebra are also reinforced.

Algebra II- Algebra 2 units continue to reinforce and build on material presented in Algebra I and Geometry. Students also work on such mathematical concepts as sequences, logarithms, inverses, and linear systems. Algebra II also contains units on probability and statistics.

Trigonometry/Pre-Calculus-Some topics include graphing, functions, equations and inequalities, logarithms, sequences, and probability.

Science: Based on Common Core and national Science Standards, students will study life science, physical science, earth science and space science in an integrated course approach. This is followed by Biology, Chemistry and Physics. A major goal is to help students become responsible, independent problem-solvers who can be both articulate leaders and effective team members.

Earth Science-The course will focus on earth science and basic scientific techniques used in science laboratories and industry. These include metric measurement, the use of laboratory equipment and the use of the scientific method.

Biology –This course emphasizes the study of the living world. The students will explore living things and their interactions with the environment within the framework of biochemistry, the cell, genetics, evolution, microorganisms, invertebrates, and human biology

Chemistry – The central issues of chemistry are introduced in the context of important issues related to energy and resources that confront all Americans at this time. Problem solving based on logic and physical evidence is emphasized. The topics covered include water, chemical resources, petroleum, food, nuclear energy, the atmosphere, health, and the chemical industry.

Integrated Science – A hands on course that challenges students to make connections amongst the various scientific disciplines while developing their observational, analytical and quantitative skills to better understand the physical world. Combines Earth Science, Ecology, Biology, Physics and Chemistry in the context of our modern environment to prepare students for future and more advanced science classes.

Healthy Living: A class combining Health Education with Physical Education/Fitness that includes decision making, assertive refusal and negotiation skills, manipulative skills that impact the quality of movement patterns, dietary guidelines, relationship between food consumption, physical activity and body weight,the social and physical consequences of alcohol, tobacco, and other drug use, appreciation for creative aspects of skilled performance in school, home and community, setting realistic physical activity goals and a plan to obtain them, and resolving interpersonal conflicts in a non-combative way.

Course Credit Criteria

In order to receive credit for a course, the student will be required to demonstrate the minimum competency set forth by the Design Teams. This competency standard will be agreed upon by the design team, based clearly on the Common Core Standards, and applied across all classes so there is uniformity of expectation. Mastery of the required

standards must be demonstrated in order to qualify for credit in any class. Formal progress reports are provided at mid-terms after blocks 1-3 on October 10th and on March 17th after blocks 6-8. Semester grades/course credit are awarded following the Fall Intersession and blocks 4-5 on December 20th and after the Spring Intersession and blocks 9-11 on June 20th. The mastery expectation is clearly delineated in the Performance Management Plan (PMP) for both Reading and Mathematics and will also be included across all other curricular offerings. The curriculum samples clearly show the higher level of "meets" expected for our students. As credit will not be issued for a grade equivalent of less than a "C," students will be required to repeat the learning unit or class until mastery is demonstrated at a minimum of 75% on summative assessments. Students in grades 11 and 12 will be expected to reach higher levels up to 83% for mastery that will support successful transition to postsecondary education. In addition to demonstrating mastery of the Core Standards, it is expected that students will be enrolled in and successfully complete college level classes no later than their senior year. The high school classes are designed for acceleration to allow students to complete Arizona Core Standards and the expectations for SAT, ACT, PISA, and CWRA through rigorous high school and college classes.

Intervention, Remediation and Enrichment-Program of Instruction

Teachers are expected to track progress on a daily basis (as documented in the PMP) in order to rapidly address re-teaching and intervention needs. The budget and PMP include programs such as Achieve 3000 Reading and Laurus Math which are designed for individualized instructional needs that are directly tied to standards and offer rapid intervention based on data. This will assure that the Reading and Math needs of all students can be identified and addressed on a weekly basis. The calendar provides for assessment checks every three weeks followed by teacher design team meetings to address remediation and/or enrichment.

If the individualized opportunities do not bring the student back on track the elective course options for skill support will be required. Within the elective track, the design team teachers will provide classes for students who may require additional direct instruction in order to be successful. Additionally, tutorial program provided before and after school will be required. For those who still are struggling learners, the child study process would be initiated within three weeks of evidence that the student is not able to meet standards even with the individual instruction and the individual tutorial.

Enrichment opportunities are built into the block classes through differentiation. Additionally, students will have the option of enrolling in varied enrichment through the elective block and also through college classes that will be offered both on site and at the Pima Community College or University of Arizona