

APPENDIX A

AMENDMENT REQUEST AND SUPPORT

MATERIALS

1. GRADE LEVEL CHANGE AMENDMENT REQUEST FORM
2. AMENDMENT REQUEST DOCUMENTS

Grade Level Change to Charter Amendment Request

Charterholder Info

Charter Holder

Name:
Ridgeline Academy, Inc.

CTDS:
07-86-09-000

Mailing Address:
33625 N North Valley Pkwy
Phoenix, AZ 85085
> [View detailed info](#)

Representative

Name:
Keven Barker

Phone Number:
623-223-1335

Fax Number:
480-488-2079

Downloads

 [Download all files](#)

Current Grade Levels

Current Grade Levels Served

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

New Grade Levels

Identify the total grades to be served which include the current grades served and the new grades that are requested.

New Grade Levels Served

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade
9th Grade
10th Grade
11th Grade

Curriculum Samples

No documents were uploaded.

Effective Date

08/01/2019

Attachments

Board Minutes

 [Download File](#) – These are the Ridgeline Academy, Inc. meeting minutes for the Board of Directors meeting in September of 2018.

Narrative –  [Download File](#)

Additional Information

-  [Download File](#) – Enrollment Matrix for Ridgeline Academy following the proposed change.
-  [Download File](#) – Ridgeline Academy Staffing chart following the proposed change.
-  [Download File](#) – Certification received after our latest Fire Marshall visit.
-  [Download File](#) – Certificate of Occupancy and architectural drawings for the K-9 facility.

Enrollment Cap

Is an Enrollment Cap Increase being added to this request?

Yes, an Enrollment Cap Increase is also being requested.

From:

700

To:

1200

Occupancy Documentation –  [Download File](#)

Feedback

Feedback

Thank you for your CONTINUED assistance with our submission. We are very grateful and hope that this time all required documents are attached appropriately.

Signature

Charter Representative Signature

Keven Barker 02/26/2019



Ridgeline Academy
33625 N North Valley Parkway
Phoenix, AZ 85085

Arizona Charter Board
P.O. Box 18328
Phoenix, AZ 85005

9/14/2018

Ridgeline Academy Grade Level Expansion Request

Narrative

Ridgeline Academy is a high-performing, community centered, charter school in North Phoenix. The school director is Mr. Keven Barker, who has led the campus since December of the school's first year of operation under the name Ridgeline Academy. Barker holds a master's degree in Educational Leadership, and has successfully led several other charter schools in Arizona. Ridgeline Academy has received an "A" rating every year, and now serves approximately 650 students in grades K – 8 with a waitlist for additional attendees in each of the last four years.

The goal of Ridgeline Academy is to create a new way of educating students without being bound by the traditionally normed methodology. Students go to the classes that best fit their needs, following a "walk to read" format, but instead of limiting this to ELA classes, it is done with all core classes. The Special Education Department is fully integrated into the classroom for planning and instructional delivery. This does not mean, however, that Special Education students are "mainstreamed." Special Education educators co-teach all students in classrooms so that both educators build meaningful relationships with all students, and the benefits of the collective efficacy of the educators is fully achieved. Ridgeline Academy's foci have resulted in overall significant academic performance gains. The school has made great strides since changing hands, and they are willing to make changes to their educational program that are supported by evidence collected through their benchmark and AzMerit data.

Ridgeline starts connecting with students before they ever attend Kindergarten, offering a "Kinder Boot Camp" as well as community activities for young children and their families.

Parents can sign up their students for one of several weeks that “Kinder Boot Camp” is offered, and their student has the opportunity then to get to know the teacher and practice some basics required when the students begin school.

The Ridgeline Academy community has a vision of eventually serving students from pre-school through 12th Grade. In order to fully realize this vision, it has become evident to the board and the community that it is time for Ridgeline Academy to expand its educational efforts to include the addition of high school programming.

The concrete resources that we need include a variety of things from computer licenses to more computers, desks, and textbooks. In order to teach an AP level, as well as a High School level, of Spanish, we will need textbooks for these classes. We will also need to schedule and ensure that students can pay for the AP testing. Because of the added students, we will need to furnish two classrooms. We use NWEA for data tracking, and will need additional licenses for each student for testing. Sports for the high school level will take a backseat for the first year, while we will focus on providing quality curriculum and building our core programs. Hiring for needed positions will start as we begin the hiring process to fill our usually staffing.

Rationale

Ridgeline Academy is doing work that is unconventional and forward-thinking. Our program’s goal is to bring a high-quality education to every student, but first we need to show that our model works for each student in every grade level. We are looking to expand our current programming to provide a similar model of education for students in a 9th – 12th Grade setting.

We have been pleased with the performance of our Kindergarten – 8th Grade program, having received an “A” rating from the state for six years running. However, our students departing our middle school program are not pleased with their current secondary options. While we are in a very competitive elementary landscape, there are not many high performing secondary programs—especially programs that provide an individualized focus to their learning, like the environment to which our students and families have come accustomed. In order to maintain the academic investment that we have made in our students, and to have an effective proof of concept, we would like to partner with our parents and our community to provide a high-performing high school option in our community that focuses on individual student needs. We would also like to continue our “proof of concept” efforts to provide a transformational view on what is possible in K-12 education in Arizona and beyond.

The addition of grade levels and the increase in our enrollment cap will also afford us the opportunity to accommodate more students in the grade levels that we presently serve. Ideally, Ridgeline Academy would like to serve any student or family who enrolls. We do not view our waitlist as a positive attribute, we see it as a need to increase our current capacity to

accommodate more students and share our methodology with surrounding schools to eliminate “pull” factors.

Staffing Plan

Ridgeline Academy will increase our staff in proportion to our increase in students. As classes are added in high school, we will need additional Specials/Electives teachers, administrators, Special Educators and support staff as well as several additional content specialists. These additional personnel will be recruited from local colleges such as GCU, NAU, and ASU, as well as through word of mouth. Each year we have multiple applicants for each position without the need for advertising, and we will continue this method. New teachers and teachers new to Ridgeline Academy will be trained over the summer and throughout the year by working closely with their assigned Lead Teacher, Instructional Staff, and the Administration team. We have a high level of teacher satisfaction and retention in both our student and educator populations, and assuming this continues our additional grade levels will be filled naturally. We have tracked interest in the high school using a Google form and community polls, and we currently have (as of 1/15/2019) 168 families interested in enrolling in grades 6 – 9.

School Name: Ridgeline Academy				
Number of Staff Members				
Position	Current – FY 19	Anticipated – FY 20	Anticipated – FY 21	Anticipated – FY 22
Administration	3	3	4	4
Teachers/Instructional Staff				
Kindergarten	4	4	4	4
1 st Grade	4	4	4	4
2 nd Grade	3	4	4	4
3 rd Grade	4	4	4	4
4 th Grade	4	4	4	4
5 th Grade	3	4	4	4
6 th Grade	2	3	4	4

7 th Grade	2	2	3	4
8 th Grade	2	2	2	3
9 th Grade	0	2	2	3
10 th Grade	0	0	2	3
11 th Grade	0	0	0	2
12 th Grade	0	0	0	0
Specialty Staff (Music, Art, PE, etc.)	4	4	6	8
Special Education	2.25	3	3	4
Paraprofessional	9	10	12	12
Additional Staff				
List title: Office Staff	4	5	5	6
List title: Instructional Support	1	2	2	3
List title:				
Total Number of Staff Members	51.25	60	69	80

Leadership Staffing Chart

School Name:	Ridgeline Academy

Leadership Team				
Title	Current – FY 19	Anticipated – FY 20	Anticipated – FY 21	Anticipated – FY 22
Principal	Keven Barker	Keven Barker	Keven Barker	Keven Barker
Principal	N/A	Julie Downing	Julie Downing	Julie Downing
Asst. Principal	Julie Downing	N/A	N/A	TBD
Asst. Principal	Brynn Embley	Brynn Embley	Brynn Embley	Brynn Embley

Recruitment

Most of our recruitment is done by reputation. However, to ensure full staffing, we will recruit teachers using the Charter Association job board, the Young Education Professionals job listing, and other job boards and professional publications including Arizona State Department of Education website.

Hiring

As has been said time and time again, the number one indicator for student academic achievement is the person in the front of the room – the teacher. Pursuant to this mindset, it must be the number one priority of all schools – especially those such as Ridgeline Academy, Inc. which aim to be highly-effective “A” schools – to recruit, select, and develop a high-quality teaching staff. To that end, Ridgeline Academy has adopted the following framework and protocol for hiring and selecting staff. It should be noted that this framework is based upon the practices of highly-successful charter schools both locally and nationally and is predicated upon a strong recruiting base. It also bears mentioning that successful schools have systematic and strategic processes in regards to hiring and selecting staff, and that these protocols are followed.

Step One: Application

Candidates will submit a three-part written application via email, including:

- A cover letter detailing the candidate’s educational philosophy
- A recent, up-to-date resume

The names and contact information of three professional references; it is highly-preferred for the applicant to include his or her current supervisor as one of these references, but it is not required. Ridgeline Academy will notify all candidates as to whether or not they will be moving forward in the process within one week of receiving the application.

Step Two: Initial Phone Screen

If Ridgeline Academy wishes to follow up with a candidate, he or she will be invited to a phone screen.

The phone screen will be conducted by at least two Ridgeline Academy staff members, at least one of whom is an administrator and at least one of whom is a classroom instructional leader.

The phone screen will cover the following topics:

The applicant's background

The applicant's mission-, vision-, values-, and program-alignment with Ridgeline Academy

Ridgeline Academy will notify all phone screened candidates as to whether or not they will be moving forward in the process within one week of the initial phone screen.

Step Three: In-Person Interview

If Ridgeline Academy wishes to follow up with a candidate after the phone screening, he or she will be invited to an in-person interview to assess educational practice, instructional capability, and willingness to accept feedback.

The in-person interview will be conducted by at least two Ridgeline Academy staff members, at least one of whom is the School Director and at least one of whom is a classroom instructional leader.

The in-person interview will consist of the following topics:

Informal tour of campus and classroom observations

An interview regarding the candidate's educational practice

A sample lesson/portfolio

If interested, Ridgeline Academy will then follow up with the candidate's references.

Ridgeline Academy will notify all interviewed candidates as to whether or not they will be offered a position within one week of the in-person interview.

Exhibit A: Start-to-Finish Hiring Protocol

STEP	TIMELINE	RATIONALE
Written Application: Resume	n/a	Assess candidate's educational and professional background for excellence.
Written Application: Letter	n/a	Assess candidate's written communication ability and educational philosophy.
Phone Screen	1 week after application submission	Assess candidate's spoken communication ability and mission-, vision-, values-, and program-fit.
In-Person Interview	1 week after phone screen	Assess candidate's spoken communication ability, presence, and educational capacity.
Sample Lesson	See above	Assess candidate's classroom presence and teaching ability.
Sample Lesson Plan	See above	Assess candidate's lesson planning ability.
Feedback Response	See above	Assess candidate's growth mindset.
Reference Check	1 week after in-person interview	Assess candidate's veracity, character, and intangibles.

Step Two: Initial Phone Screen Protocol

- Introduce selves, school
- Time in education/background
- Time at Ridgeline Academy/role
- Introduce our school: Tuition-free K-8 public charter school
- Neighborhood demographics
- Educational achievement outcomes
- Anticipate to hire X teachers for the upcoming school year
- Our purpose today is to get to know you a little bit better in an informal conversation; we will be asking some questions, and we'd like to hear your authentic responses
- Tell us your story: what's your background, what brought you to education, and why are you interested in a potential position here at Ridgeline Academy?
- There has been a lot happening in education over the last several years. Especially, here in Arizona. Is there a particular issue in public education that keeps you up at night?
- There really are no right or wrong answers to these questions, we are really just trying to get to know you and your philosophy. What are your feelings on standardized testing? Common Core?
- What is your experience with "charter schools", and the larger charter movement?
- What would you say are the most important aspects of an effective classroom? How do you shape your classroom to purposefully create your environment?
- What do you look for in a school? What do you view as your role in the school environment?
- What motivates you to succeed?
- What do you know about Ridgeline Academy?
- What do you know about Core Knowledge?
- If you could change one thing about your current school or job, what would it be?
- What are your questions for us?
- For what grade levels or subject areas, if any, are you considered highly qualified in the state of Arizona?
- Thank you for your time; we will follow up regarding the possibility of an in-person interview, including a sample lesson plan or portfolio, or even a filmed lesson with a phone debrief

We will follow up within five business days whether candidates move on to step three or are not selected to continue.

Step Three: In-Person Interview Protocol

- Introduce selves, school (see step 2)
- Our purpose today is to get to know your educational experience and capacity; we will be asking some questions, and we'd like to hear your authentic responses
- Last time we talked a little about your educational philosophy. I wrote down/remember you were especially passionate about _____.
- What are your feelings about our last interview? Do you have any questions for us now that you have had time to process our last conversation?
- Today we're going to be a little more specific about you and your educational experiences. Specifically, we are going to talk more about your classroom, your team

and what collaboration has looked like in your experiences and what you look for in a team and an effective collaborative environment.

- Why don't we start by discussing your most recent experiences with a team, why don't you describe your team and what collaboration has looked like.
- How about a time when collaboration broke down? What did that look like, what did you do to resolve the situation, if it was ever resolved.
- What do you think are the key ingredients for an effective team? Have you ever worked on an effective team? Tell us about that experience.
- How do you work with parents and community members to support students?
- Paint a picture for me, If I walked into your classroom at any given time, what would it look like? What should I expect to see? (Prompt to what students are doing, why? What applicant is doing, why?)
- How have you used data to determine what and how you teach?
Describe a time in which you faced behavioral challenges with a particular student, including the situation, your response, and the eventual outcome.
- Describe a time in which you faced academic challenges with a particular student, including the situation, your response, and the eventual outcome.
- What is your familiarity with the Response to Intervention framework?

[Probe any questions left from initial phone screen]

- What are your questions for us?
Let's review your lesson/portfolio.

Step Three: Feedback Protocol

Sample questions may include:

- Describe your process for planning this lesson.
- Describe your vision for student success on this objective.
- Was that vision for success met?
- What was one challenge you faced in delivering this lesson?
- What was one thing you did very successfully in delivering this lesson?
- What was one thing you would have done differently if you were delivering this lesson again?
- I noticed that _____ happened. [Provide pushback, assess response to feedback]
- What are your additional reflections?
- Do you have any additional questions for us?
- Thank you for your time; we will follow up after we check your references about a potential position within five business days

Training

Training will initially be offered for three weeks prior to the start of school. In the years following, we anticipate seven days prior to the school year in addition to one half day of job embedded training each month. Training will include Go Math! and Core Knowledge specific training, done by instructional leadership staff members. It will also include reviewing the evaluation tools and staff handbook, lesson planning, and other essential information.

Ridgeline Academy currently has a “new” and a “new to Ridgeline” teacher development program. All teachers are assigned a mentor teacher and attend additional training sessions. For new teachers, this additional training happens twice monthly and covers topics that seem to be current new teacher weaknesses identified through our walkthrough protocol. Educators who are new to Ridgeline also work alongside a mentor teacher and meet once monthly to cover protocols that are specific to our campus. These development opportunities are designed to help quality educators acculturate to our campus and better understand our systems and philosophy. New teachers attend these trainings.

Our entire staff attends job-embedded development sessions once monthly. Instructional teams also meet weekly on Wednesday in our data discussion room for grade level specific assistance provided by our Interventionist and our administrative team.

Justification for Enrollment Targets

We have intentionally developed conservative enrollment targets to allow us to slowly develop and build out our campus without threatening our current culture or performance. The selected enrollment targets follow those currently in place for our elementary campus as they have a high level of achievement. Our primary growth model is matriculation and grade level advancement. Using our high retention rate, and the high demand for high performing high school options in our community, we developed the following enrollment targets. Although we have not started our Open Enrollment period, we currently have 74.3% retention based on intent forms. This number is expected to be in the 90th percentile by the end of the re-enrollment period. With the additional students who have expressed interest in enrolling, we expect to be fully enrolled with the numbers stated on the enrollment chart.

Recruitment Plan for New Student Enrollments

Aside from positive word of mouth advertising from our current families, Ridgeline Academy also places advertising in local publications and in our neighboring community. We advertise with our community partners, in local restaurants, and at our local grocery stores. As we expand into a high school campus, our biggest enrollment tactic is enrolling those students who currently attend Ridgeline Academy, Inc. When we open, we are initially attempting to keep our population primarily Ridgeline Academy graduates to protect our current culture.

Ridgeline Academy strives to be a community school. As we make room for those families on our current waitlist, we intend to continue to enroll students in the neighborhoods surrounding our school. We currently take part in community events and activities and design our own. We allow students to take part in shadow days, and open our doors for community members, prospective families, and neighborhood organizations—including schools—to tour our facility.

We have strong partnerships with feeder schools and a track record of educational success. We intend to continue this success as we expand into our secondary offerings.

Enrollment Matrix Chart

School Name: Ridgeline Academy				
Number of Students: 654				
Grade Level	Current – FY 19	Target – FY 20	Target – FY 21	Target – FY 22
Kindergarten	86	88	88	88
1 st Grade	84	88	88	88
2 nd Grade	79	88	88	88
3 rd Grade	82	88	94	100
4 th Grade	86	92	97	100
5 th Grade	80	90	95	100
6 th Grade	65	85	95	100
7 th Grade	46	70	90	100
8 th Grade	48	50	75	100
9 th Grade	N/A	55	55	82
10 th Grade	N/A	N/A	55	55
11 th Grade	N/A	N/A	N/A	55
12 th Grade	N/A	N/A	N/A	N/A

Total Enrollment	654	794	920	1,056
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Description of Course Offerings

Earth Science

EARTH SCIENCE, PART 1: EARTH 041

In this course, students will learn about the science behind recent natural disasters involving hurricanes, earthquakes, and tsunamis. Students will also learn about the structure of our atmosphere and how it makes life on earth possible. This is the first course in a two-part Earth Science series (EARTH 041 and EARTH 043).

EARTH SCIENCE, PART 2: EARTH 043

This course is a study of natural and manmade systems of the universe, including the solar, energy, atmospheric, and biological systems. This is the second course in a two-part Earth Science series (EARTH 041 and EARTH 043).

METEOROLOGY: EARTH 055

In Meteorology, students will learn how severe weather conditions like hurricanes, tornadoes, and thunderstorms develop. In this nonmathematical look at meteorology, students will also learn why the earth has seasons and how water in the atmosphere affects weather.

ENVIRONMENTAL SCIENCE: ENVRN 041

Students in Environmental Science will learn about the fundamentals of ecology: rocks, minerals, and soil; biomes; surface water and oceans; and earth and energy resources and human impact on these resources.

PHYSICAL SCIENCE: PHYS 041

In this introductory course, students will learn to apply basic concepts of physical science in exploring, experimenting with, and solving problems.

Biology

AP BIOLOGY, PART 1: AP BIO 059

This series is the equivalent of a college introductory biology course and will prepare students to pass the AP Biology exam. Even though these courses present college-level work, there are no prerequisites. Students who are willing to commit time and effort in completing both courses in the series will experience success in the course and in taking the AP Biology exam. The instructor is an award-winning, AP-certified teacher. This is the first course in a two-part Advanced Placement Biology series (AP BIO 059 and AP BIO 060).

AP BIOLOGY, PART 2: AP BIO 060

This series is the equivalent of a college introductory biology course and will prepare students to pass the AP Biology exam. Even though these courses present college-level work, there are no

prerequisites. Students who are willing to commit time and effort in completing both courses in the series will experience success in the course and in taking the AP Biology exam. The instructor is an award-winning, AP-certified teacher. This is the second course in a two-part Advanced Placement Biology series (AP BIO 059 and AP BIO 060).

BIOLOGY, PART 1: BIOL 041

After learning about the scientific method, students will study life at its most basic level, the cell. Students will then use the cell as a foundation for understanding how life evolves, including a detailed discussion of DNA, genetics, and evolution. Each lesson in this course includes an interview with a professional in a career related to biology. Two thousand years ago most people agreed that life, death, sickness, and health were the result of fickle gods. Today we know a little more about the principles behind life and seek to learn more through the study of biology. This is the first course in a two-part Biology series (BIOL 041 and BIOL 043).

BIOLOGY, PART 2: BIOL 043

In this course, students will continue studying life, but with a progressively wider lens by discovering the variety of life that has evolved, determining how to categorize different living things, and comparing how these living things interact with their environment. This is the second course in a two-part Biology series (BIOL 041 and BIOL 043).

HUMAN ANATOMY: BIOL 049

The question, "How does the human body do what it does?" is answered in Human Anatomy through an in-depth study of systems in the human body, including the digestive, respiratory, immune, circulatory, and reproductive systems.

Chemistry

CHEMISTRY, PART 1: CHEM 041

This is an introductory chemistry course that includes topics such as matter and energy, the atomic theory, electron clouds and probability, the periodic table, chemical bonding, chemical formulas, and balancing equations. This course has few mathematical computations and includes several lab demonstrations. This is the first half of a two-part General Chemistry series (CHEM 041 and CHEM 043).

CHEMISTRY, PART 2: CHEM 043

This course is a continuation of introductory chemistry and includes topics such as moles, states of matter, behaviors of gases, solutions, reaction rates, chemical equilibria, solubility, acids and bases, oxidation-reduction reactions, electrochemistry, and nuclear chemistry. This course has few mathematical computations and includes several lab demonstrations. This is the second half in a two-part General Chemistry series (CHEM 041 and CHEM 043).

HONORS CHEMISTRY, PART 1: CHEM 061

This honors-level course covers principles of chemistry, including atomic theory and chemical bonding, the periodic table, unit conversions, chemical formulas, the mole concept, and stoichiometry. It includes extensive use of algebraic concepts throughout each lesson. This

course is an honors-level chemistry course. This is the first course in a two-part Honors Chemistry series (CHEM 061 and CHEM 063).

HONORS CHEMISTRY, PART 2: CHEM 063

The topics in this honors-level chemistry course include kinetic theory, gas laws, solutions, chemical kinetics and equilibrium, acid/base reactions, precipitation reactions, oxidation-reduction reactions and electrochemistry. Honors Chemistry, Part 2 continues the study of the principles of chemistry and builds on the concepts taught in Honors Chemistry, Part 1. This is the second course in a two-part chemistry series (CHEM 061 and CHEM 063).

Health

HEALTH EDUCATION, PART 1: HLTH 041

This is a comprehensive health course, covering topics of mental and emotional health, nutrition and physical activity, social health and relationships, sexual health, personal health and disease, substances and abuse, and injury prevention and safety.

HEALTH EDUCATION, PART 2: HLTH 042

This course covers developing healthy sun exposure habits, acquiring knowledge and skills to practice healthy habits that prevent and/or control disease, learning positive tactics to avoid drug use, and learning healthy eating strategies. This is the second course in a two-part Health Education series (HLTH 041 and HLTH 042) for students needing a full year of health education credit.

Language Arts--English

NINTH-GRADE ENGLISH, PART 1: ENGL 041

This foundational course helps students develop reading and writing skills, think critically, and express themselves effectively. Students will learn how to conduct research and organize and present information. They will also learn new vocabulary, review grammatical concepts, and write several papers. This is the first course in a two-part Ninth-Grade English series (ENGL 041 and ENGL 043). This course also encompasses Arizona State Standard content.

NINTH-GRADE ENGLISH, PART 2: ENGL 043

This course incorporates reading, writing, speaking strategies, vocabulary, Internet research skills, essay and speech writing, and reading texts from various genres; students will also have the opportunity to use instructional multimedia and video interviews. This is the second course in a two-part Ninth-Grade English series (ENGL 041 and ENGL 043). This course also encompasses Arizona State Standard content.

TENTH-GRADE ENGLISH, PART 1: ENGL 045

Students will develop new perspectives through interpreting literature, expanding vocabulary, and writing creatively; students will also enhance their writing skills by examining point of view, character development, figurative language, and audience. This course is highly interactive and includes a live course orientation, weekly webinars with the course instructor, and reviews with

the course TA. This is the first course in a two-part Tenth-Grade English series (ENGL 045 and ENGL 047). This course also encompasses Arizona State Standard content.

TENTH-GRADE ENGLISH, PART 2: ENGL 047

This course offers a myriad of reading and writing activities that are designed to strengthen students' background knowledge in the genres of poetry, short story, myth, nonfiction, and novel. This is the second course in a two-part Tenth-Grade English series (ENGL 045 and ENGL 047).

ELEVENTH-GRADE ENGLISH, PART 1: ENGL 051

In this eleventh-grade English course, students will learn about American literature by studying selections from the play *The Crucible*, reading the novel *To Kill a Mockingbird*, writing a research book report, and completing writing assignments that contrast historical and fictitious events described in literature. Students will also be studying Latin and Greek terms, developing their vocabulary, and enhancing their writing skills. This is the first course in a two-part Eleventh-Grade English series (ENGL 051 and ENGL 053).

ELEVENTH-GRADE ENGLISH, PART 2: ENGL 053

This English course is a continuation of Eleventh-Grade English, Part 1 and contains a reading emphasis on literary, functional, and informational selections. A research report with an outline, works cited, and in-text documentation will be required. This course also includes analyses, original stories, and poems. Students will develop their writing style to improve effectiveness, clarity, and variety. This is the second course in a two-part Eleventh-Grade English series (ENGL 051 and ENGL 053). This course also encompasses Arizona State Standard content.

ENGL 055: TWELFTH-GRADE ENGLISH, PART 1: ENGL 055

This course will help students develop reading and analysis skills and learn to express themselves effectively in writing, presentations, and discussions. Students will learn how to conduct research, organize and present information, and engage in a process of planning, writing, and revising. They will also review grammatical concepts. Students will read excerpts from important philosophical works as well as two novels, an epic poem, and a variety of short stories. There are several writing assignments, such as a research paper, a statement of life philosophy, a narrative, etc. This is the first course in a two-part Twelfth-Grade English series (ENGL 055 and ENGL 057). This course also encompasses Arizona State Standard content.

TWELFTH-GRADE ENGLISH, PART 2: ENGL 057

Students will gain a basic understanding of rhetoric as they become more proficient in their writing, enlarge their vocabulary, and recognize how to skillfully approach poetry. Students will also learn to assess writing more effectively by using the Six Traits Analytical Model Writing Assessment. This is the second course in a two-part Twelfth-Grade English series (ENGL 055 and ENGL 057). This course also encompasses the Arizona State Standards.

Language Arts--Literature

UNDERSTANDING LITERATURE: LIT 045

Understanding Literature will assist students in reading, analyzing, and interpreting short stories, poetry, novels, and plays for content, thematic meaning, and personal relevance.

ADVANCED LITERATURE COMPREHENSION: LIT 047

This course provides an exploration of proven masters in major genres, including epic poetry, short story, drama, and the novel. Major themes include love of self, of others, and of principle.

Language Arts--Reading

READING COMPREHENSION: READ 045

This course will identify important strategies to assist students in understanding and remembering what they have read. It will help students improve their reading speed and comprehension through carefully designed exercises. Fluency and vocabulary will be included with comprehensive skills.

RECREATIONAL READING: READ 049

This course is all about giving students the tools to become better readers and more appreciative of good books; this will help them understand the joy that comes from recreational reading. Ralph Waldo Emerson said, "'Tis the good reader that makes the good book." Students will learn reading strategies that will not only help them become better readers, but will also help students enjoy reading even more.

READING AROUND THE WORLD: READ 051

This reading course takes students on a literary journey around the world by reading the adventures of Harry Potter, Gandhi's words of wisdom, Chilean folk tales, and much more while learning about important pre-, during-, and after-reading techniques.

Language Arts--Writing

ENGLISH USAGE: WRIT 041

This is an introductory English course designed to create a full foundation for the English language by focusing on the basics of grammar, such as parts of speech, types of sentences, and commonly misused words. This course prepares students to read and write within the conventions of English.

TECHNICAL WRITING: WRIT 043

This course is designed to help students write to convey information clearly, concisely, and accurately; to experience comprehensive editing and copyediting; and to write instructions and memos. This course will also help students improve their writing style.

CREATIVE WRITING: WRIT 045

This course guides students in writing fiction by learning and using the elements of creative writing: plot, character development, dialogue, description, scene, transition, and point of view. Two short stories are required.

WRITING POETRY: WRIT 047

This course is designed to improve and enhance students' own poetic skills by teaching them how poets use the language devices of sound, sensory images, figurative expressions, and

musical rhythms to share their insights through word-art. Throughout the course, students will experiment with traditional formats and with many free-verse styles of poetry.

JOURNALISM: WRIT 049

In this course, students will learn the fundamentals of modern journalism: reporting, interviewing, writing techniques, censorship issues, page design, and broadcast journalism.

Mathematics

PRE-ALGEBRA, PART 1: ALG 041

In this course, students will learn how to work with fundamental mathematical functions with integers, fractions, and decimals; use the order of operations to evaluate variable expressions; solve variable equations using transformations; translate word sentences into mathematical equations; and solve world problems. This is the first course in a two-part Pre-Algebra series (ALG 041 and ALG 043).

PRE-ALGEBRA, PART 2: ALG 043

This course includes using ratios, rates, and proportions to solve problems; changing fractions, percents, and decimals; and solving problems involving percentages such as discounts, markups, commissions, profit, simple and compound interest, etc. This is the second course in a two-part Pre-Algebra series (ALG 041 and ALG 043).

ALGEBRA 1, PART 1: ALG 051

This course is a study of the properties of sets of real numbers, linear equations, linear functions and inequalities; contains lessons that teach students how to solve problems using algebra, geometry, radical expressions, and equations; and covers graphing, algebraic equations, and systems of equations and inequalities. This is the first course in a two-part Algebra 1 series (ALG 051 and ALG 053). This course also encompasses Arizona State Standard content.

ALGEBRA 1, PART 2: ALG 053

This course is a study of linear relations and functions, systems of equations and inequalities, exponents and powers, rational functions, quadratic functions, polynomial functions other than quadratics, and sequences and series. This is the second course in a two-part Algebra 1 series (ALG 051 and ALG 053). This course also encompasses the Arizona State Standards.

ALGEBRA 2, PART 1: ALG 055

This course is a study of equations and inequalities, linear relations and functions, systems of equations and inequalities, matrices, polynomials, radical expressions, and quadratic equations. This is the first course in a two-part Algebra 2 series (ALG 055 and ALG 057). This course also encompasses the Arizona State Standard content.

ALGEBRA 2, PART 2: ALG 057

This course is a study of conics, polynomial functions, rational functions, rational polynomial expressions, exponential and logarithmic functions, sequences and series, probability and statistics, and trigonometric functions. This is the second course in a two-part Algebra 2 series (ALG 055 and ALG 057). This course also encompasses Arizona State Standard content.

AP CALCULUS AB, PART 1: AP CALC 061

The AP Calculus AB series, which is the equivalent of a college-level Calculus 1 course, covers limits and differentiation and is taught by an AP-certified instructor. Students who successfully complete both halves of this series will be ready for the AP Calculus AB exam. This is the first course in a two-part series (AP CALC 061 and AP CALC 063).

AP CALCULUS AB, PART 2: AP CALC 063

The AP Calculus AB series is the equivalent of a college-level Calculus 1 course and covers limits, differentiation, and integration. Concepts that students have learned from algebra and geometry that may have been confusing will be made clear in this course. Students who successfully complete both parts of this series will be ready for the AP Calculus AB exam and will be prepared to explore opportunities in engineering, physics, economics, and many other careers. This course is taught by an AP-certified instructor and is equivalent to the second half of a college-level Calculus 1 course. This is the second course in a two-part series (AP CALC 061 and AP CALC 063).

AP CALCULUS BC, PART 1: APCALC 065

This course extends what students learned about limits, derivatives, and integrals to topics like series, Taylor polynomials, and parametric functions. In addition to providing students with a head start in college mathematics, Calculus BC also opens doors of opportunity in engineering, physics, astronomy, economics, cryptography, and many other careers. The series is equivalent to a college-level Calculus 2 course. This course is the first part in a two-part series (AP CALC 065 and AP CALC 067). This course is taught by an AP-certified instructor.

BUSINESS AND CONSUMER MATH, PART 1: BMATH 041

In this course, students will learn practical applications of mathematical skills such as buying a car, home, and insurance; budgeting; bank services; and savings and investing. This is the first course in a two-part Business and Consumer Math series (BMATH 041 and BMATH 043).

BUSINESS AND CONSUMER MATH, PART 2: BMATH 043

This course includes taxes, math in the workplace, statistics, probability, measurement, manufacturing, insurance, and supplying services. This is the second course in a two-part Business and Consumer Math series (BMATH 041 and BMATH 043).

GEOMETRY, PART 1: GEOM 041

This course is a study of segments and angles, mathematical reasoning, parallel lines, triangles, polygons, quadrilaterals, and similarity. This is the first course in a two-part Geometry series (GEOM 041 and GEOM 043). This course also encompasses Arizona State Standard content.

GEOMETRY, PART 2: GEOM 043

This course is a study of perimeter and area, right triangle trigonometry, properties of circles, calculations for circles, coordinate geometry, geometric solids, and probability and statistics. This is the second course in a two-part Geometry series (GEOM 041 and GEOM 043). This course also encompasses Arizona State Standard content.

APPLIED MATH, PART 1: MATH 047

Please note; this course is now offered under a different title, BMATH 041. This course includes learning to use mathematics to solve problems on the job; learning to use a calculator; estimating; measuring; using graphs, charts, and tables; and working with data, lines, and angles. This course features a math lab, where extra practice and instruction are given in an interactive lab setting. This is the first course in a two-part Applied Math series (MATH 047 and MATH 049).

APPLIED MATH, PART 2: MATH 049

Please note; this course is now offered under a different title, BMATH 043. Continuing from the concepts learned in Applied Math, Part 1 (MATH 047), this course covers mathematics applied to the real world; it includes two- and three-dimensional shapes, ratios and proportions, scale drawings, signed numbers and vectors, as well as scientific notations, powers, and roots. This course features a math lab, where extra practice and instruction are given in an interactive lab setting. This is the second course in a two-part Applied Math series (MATH 047 and MATH 049).

SECONDARY MATHEMATICS I, PART 1: MATH 051

This integrated math course is a study of the properties of sets of real numbers, linear equations and graphs, linear functions, systems of equations and inequalities, segments and angles, mathematical reasoning, parallel lines, and sequences and series. This is the first course in a six-part High School Integrated Math series (MATH 051, MATH 052, MATH 053, MATH 054, MATH 055, and MATH 056). This course also encompasses Arizona State Standard content.

SECONDARY MATHEMATICS I, PART 2: MATH 052

This integrated math course is a study of the properties of linear relations and functions, systems of equations and inequalities, triangles, similarity, coordinate geometry, exponents and powers, and quadratic functions. This is the second course in a six-part High School Integrated Math series (MATH 051, MATH 052, MATH 053, MATH 054, MATH 055, and MATH 056). This course also encompasses Arizona State Standard content.

SECONDARY MATHEMATICS II, PART 1: MATH 053

This integrated math course is a study of the properties of linear relations and functions, exponents and powers, triangles, polygons, quadrilaterals, similarity, radical expressions, quadratic functions and equations, and perimeter and area. MATH 053 is the third course in a six-part High School Integrated Math series (MATH 051, MATH 052, MATH 053, MATH 054, MATH 055, and MATH 056). This course also encompasses Arizona State Standard content.

SECONDARY MATHEMATICS II, PART 2: MATH 054

This integrated math course is a study of the properties of quadratic equations, polynomial functions, right triangle trigonometry, circles, conics, probability and statistics, and geometric solids. This is the fourth course in a six-part High School Integrated Math series (MATH 051, MATH 052, MATH 053, MATH 054, MATH 055, and MATH 056). This course also encompasses Arizona State Standard content.

SECONDARY MATHEMATICS III, PART 1: MATH 055

This integrated math course is a study of the properties of inequalities, problems solved using algebraic and geometric concepts, radical expressions and simple radical equations, equations and inequalities, linear relations and functions, polynomial functions, rational functions, systems of equations and inequalities, and matrices. This is the fifth course in a six-part High School Integrated Math series (MATH 051, MATH 052, MATH 053, MATH 054, MATH 055, and MATH 056). This course also encompasses Arizona State Standard content.

SECONDARY MATHEMATICS III, PART 2: MATH 056

This integrated math course is a study of coordinate geometry, geometric solids, conics, polynomial functions, rational polynomial expressions, quadratic equations, exponential and logarithmic functions, sequences and series, probability and statistics, and trigonometric functions. This is the sixth course in a six-part High School Integrated Math series (MATH 051, MATH 052, MATH 053, MATH 054, MATH 055, and MATH 056). This course also encompasses Arizona State Standard content.

PRECALCULUS, PART 1: PRECALC 041

This course covers using mathematical functions to solve real-world problems. The course reviews basic functions operations, composition of functions, and inverse functions before moving into function transformations and polynomial, rational, exponential and logarithmic functions. This is the first course in a two-part precalculus series (PRECALC 041 and PRECALC 043).

PRECALCULUS, PART 2: PRECALC 043

This course uses mathematical functions to solve real-world problems. The course discusses trigonometric identities and the law of sines and cosines. Other primary topics include Vectors, Polar Functions, parametric equations, conic sections, matrices and solving systems of linear equations, and combinatorics and probability. This is the second course in a two-part precalculus series (PRECALC 041 and PRECALC 043).

TRIGONOMETRY: TRIG 041

This course focuses on trigonometric principles as an extension of algebraic and geometrical concepts. Students will study angles, arcs, the unit circle, right triangle trigonometry, the six trig functions, inverse functions, fundamental trig identities, verifying trig identities, solving trig equations, the law of sines, the law of cosines, vectors, complex numbers, and polar coordinates.

Social Science--History/Government

AP U.S. GOVERNMENT: APGOV 061

This Advanced Placement course will introduce you to the workings of American government and politics. Major topics include the five areas listed by the College Board: Constitutional Democracy, Civil Liberties-Civil Rights, American Political Culture and Beliefs, Political Participation, and Interaction among Branches. These areas are divided into a total of ten units. In addition, this course will prepare you for the AP U.S. Government and Politics exam by helping you practice skills associated with the exam, such as writing evidence-based essays and answering questions on causes and consequences of political events. Analysis of landmark

Supreme Court decisions and foundational documents (AP-required primary sources) will be emphasized.

AP U.S. HISTORY, PART 1: APHIST 061

This Advanced Placement course will help you explore the history of the United States from 1491 to 1877. Topics include European explorations and migrations, the American colonies, the American Revolution and creation of the U.S. Constitution, the Jeffersonian and Jacksonian eras and antebellum culture and reforms, the Civil War and Reconstruction, and the conquest of the Far West. This course will also prepare you for the AP United States History exam by helping you practice skills such as writing essays and answering core questions. This course is part one of a two-part series on AP U.S. History.

AP U.S. HISTORY, PART 2: APHIST 062

This Advanced Placement course will help you explore the history of the United States from the late 1800s to the present. Topics include industrialization, America entering the world stage, World War I, the Great Depression, the New Deal, World War II, the Cold War, the turbulent 1960s, the crisis of authority in the 1970s, the Age of Reagan (1980s), and globalization. This course will also prepare you for the AP United States History exam by helping you practice skills associated with the exam, such as writing essays and answering questions on core topics. This course is part two of a two-part series on AP U.S. History.

AMERICAN (U.S.) GOVERNMENT AND CITIZENSHIP: GOVT 041

This course covers the fundamentals of government and citizenship and focuses on the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system.

APPLIED AMERICAN (U.S.) GOVERNMENT AND CITIZENSHIP: GOVT 043

This course examines American government, including the Constitution, Bill of Rights, Founding Fathers, the American presidency, legislative and judicial branches, the American Dream and free enterprise, freedom of the press, national and local security, immigration, and citizenship. It also provides application activities in each area.

HONORS UNITED STATES GOVERNMENT AND CITIZENSHIP: GOVT 046

This course fulfills the California state standards for Principles of American Democracy by covering the fundamentals of government and citizenship and focusing on the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system.

HONORS AMERICAN (U.S.) GOVERNMENT AND CITIZENSHIP: GOVT 051

This honors course covers the fundamentals of government and citizenship and focuses on the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system.

UNITED STATES HISTORY TO 1850: HIST 041

This course is the fascinating story of people, events, and ideas that shaped the early United States and why these concepts matter now. This is the first course in a two-part United States History series (HIST 041 and HIST 043).

UNITED STATES HISTORY TO 1877: HIST 041

This is a general survey of United States history from 1492 to 1877; it guides students through the colonization of the Americas, the French and Indian War, the Revolutionary War, the westward expansion, and the Civil War. This is the first course in a two-part United States History series (HIST 041 and HIST 043).

UNITED STATES HISTORY FROM 1851: HIST 043

This survey course emphasizes the growth and development of the United States from 1851 to the present. During the course, students will make personal connections with specific events and individuals in US history while developing an understanding of democratic values. Each lesson includes an instructor-graded portfolio activity, which should be submitted together as a whole before requesting the final. This is the second course in a two-part United States History series (HIST 041 and HIST 043).

UNITED STATES HISTORY FROM 1877: HIST 043

This is a general survey of United States history from 1877 to the present; it guides students through the industrialization, World Wars I and II, the civil rights movement, and more. This is the second course in a two-part United States History series (HIST 041 and HIST 043).

HISTORY OF THE AMERICAN WEST: HIST 057

This course covers the role of the West in the development of the United States. The discussion begins with exploration and colonization; moves to Texas and Oregon, the mining frontier, the cowboy, the farming frontier, and the impact of the military; and concludes with the continuing challenges of the American West. The course also explores the geography and the people that live there.

WORLD HISTORY, PART 1: HIST 061

This course explores the early civilizations of the Greeks and Romans and how they influenced modern western culture. Students will learn the origins and results of the French, Glorious, American, and Industrial revolutions. The course will conclude with a discussion on the expanding imperialistic world of the nineteenth and twentieth centuries. This is the first course in a two-part World History series (HIST 061 and HIST 063); however, either course may be taken independently of the other.

WORLD HISTORY, EASTERN HEMISPHERE: HIST 062

Students will explore the major historical events, personalities, and cultures of three groups in the Eastern Hemisphere: Africa, the Middle East, and Asia. Each region will be addressed within the framework of early history, more recent history, and present-day circumstances. This is the first course in a two-part World History series (HIST 062 and HIST 064); however, each course may be taken independently.

WORLD HISTORY, PART 2: HIST 063

This course focuses on the origins, battles, and results of World War I and World War II. Students will study the rise of totalitarian states and the political environment in which they emerged. In addition, this course includes an in-depth study of the modern global situation, and the independence many former colonies now enjoy. Finally, students will examine the economical state of countries throughout the world, and discuss why some have thrived and others have suffered. This is the second course in a two-part World History series (HIST 061 and HIST 063); however, either course may be taken independently of the other.

WORLD HISTORY, WESTERN HEMISPHERE: HIST 064

This course takes a closer look at the history of the Americas, particularly Latin America. The discussion begins with pre-European America, the conquest of the Aztec and Incan empires, the colonization of Latin America by Spain, and the Latin American independence movement, and concludes with an examination of the issues facing Latin America today. Included in the discussion are the influences the American Revolutionary War, the French Revolution, and the Industrial Revolution had on Latin America. Finally, the course examines World War I and World War II. This is the second course in a three-part World History series (HIST 062, HIST 064, and HIST 065); however, any of these courses may be taken independently of the others.

WORLD HISTORY, EUROPE AND RUSSIA: HIST 065

This course examines the history of Europe through a discussion of change that begins with medieval Europe; moves to the Renaissance, the Reformation, the rise of monarchs, the Enlightenment, the Industrial Revolution, the influence of nationalism on Europe, and the rise of totalitarian governments; and concludes with a discussion of Europe today. The course asks students to decide whether the changes were for the best. This is the third course in a three-part World History series (HIST 061, HIST 063, and HIST 065); however, any of these courses may be taken independently of the others.

WORLD CIVILIZATIONS: HIST 066

This course is an overview of the increasing interrelationships of the world's peoples from early and classical civilizations, the Age of Discovery, and early modern and contemporary societies through the 20th century.

CHARACTER OF AMERICA, DOCUMENTS AND SYMBOLS: USA 041

This course discusses some of the documents and symbols that contribute to the character of America, including the Constitution, the Bill of Rights, the flag, and national monuments. Lessons include instructor-graded portfolio activities, which should be submitted as a whole before requesting the final exam. This is the first course in a two-part Character of America series (USA 041 and USA 043); however, either course may be taken independently of the other.

Art

ART FOUNDATIONS, PART 1: ART 041

This art course consists of four main art disciplines: history, production, criticism, and aesthetics. Each discipline is distinctly different, allowing students to gain a comprehensive art foundation.

This course chronologically covers movements beginning with prehistoric art and ending with baroque art. With each movement, students are given a historical context as well as an opportunity to learn and develop various art skills. Art Foundations, Part 1 also teaches students how to formally judge art and answer questions concerning the nature of art. This is the first course in a two-part art series (ART 041 and ART 043); however, either course may be taken independently of the other.

ART FOUNDATIONS, PART 2: ART 043

This course covers art basics such as criticism, studio techniques, elements and principles, aesthetics, and history from the beginning of the 20th century to the present. This is the second course in a two-part art series (ART 041 and ART 043); however, either course may be taken independently of the other.

DRAWING: ART 045

This art course is an introduction to the fundamentals of drawing and focuses on the elements and principles of art, linear perspective, proportion, and composition.

CALLIGRAPHY: ART 051

This course is an introduction to basic calligraphy skills; students will learn four letter styles: sans serif B-point, Celtic, Gothic, and italic.

INTRODUCTION TO COMMERCIAL ART: ART 059

This commercial art course teaches the introductory elements of graphic design, the concept of simplification, and the history and function of typography. Students will also apply principles and elements of design, employ principles and concepts of advertising, and use a computer to research, create, or manipulate images.

DIGITAL PHOTOGRAPHY: ART 061

This course is an introduction to digital photography and teaches students effective camera and editing software use, artistic design, processing and careers, with a brief history of photography.

Music

BEGINNING GUITAR: GUITR 041

This beginning guitar course gives students the broad foundation they will need to excel in various styles of guitar music: folk, classical, and even modern rock. Students will learn to read tablature, lead sheets, and traditional notation; they will master common chords, notes, strumming, and fingerpicking patterns. The information is presented with the modern teenager in mind and takes a fun, step-by-step approach.

INTRODUCTION TO MUSIC: MUSIC 041

In this introduction to music, students will discover what makes music tick, learn about its greatest composers, and hear their masterpieces in a fresh way. This course also explores the music of other cultures, including jazz, hip-hop, and rock and roll.

BEGINNING PIANO: PIANO 041

Gain a solid foundation in basic two-hand piano skills. Learn music theory, including how to read notes, rhythms, and musical symbols on a staff. After finishing this course, students should be able to teach themselves to play the beginning music they find at the music store.

Physical Education

AEROBICS: AEROB 045

This course will help students achieve a health-enhancing level of physical fitness through aerobics. They will develop motor skills, learn about responsible personal and social behavior, and recognize the value of physical activity. Students will be required to engage in a fitness program with at least 45 days of activity spread across at most 24 weeks.

CYCLING: CYCLE 041

This course will help students achieve a health-enhancing level of physical fitness through cycling. They will develop motor skills, learn about responsible personal and social behavior, and recognize the value of physical activity. Students will be required to engage in a fitness program with at least 45 days of activity spread across at most 24 weeks.

FITNESS FOR LIVING WELL: FIT 041

This course is designed to lay a foundation to help students live a healthy lifestyle. Selected scientifically based wellness principles will enable students to choose positive attitudes toward their whole selves and others, to live a physically active lifestyle, to eat wisely, to realize the importance of getting adequate rest, and to follow safety precautions for injury prevention. This course requires students to sustain efforts to improve their fitness and overall health over a period of several weeks.

LIFETIME WEIGHT CONTROL: FIT 045

Lifetime Weight Control contains guidelines for healthy weight control, nutrition, diet, and exercise, as well as myths and facts about weight control. Students must engage in a five-week fitness program to receive credit.

FITNESS FOR SPORTS AND RECREATION: FIT 049

This course is an overall fitness training and nutrition course designed for students who are involved in either competitive or recreational sports such as football, soccer, swimming, cheerleading, track, snowboarding, rock climbing, etc. This fitness course is designed to help students achieve their maximum fitness level and increase strength and stamina to achieve peak competitive condition. Students will participate in several physical activities designed to increase fitness. Students must engage in a 13-week fitness program to receive credit.

WALKING FITNESS: WALK 041

This course will help students achieve a health-enhancing level of physical fitness through walking. They will develop motor skills, learn about responsible personal and social behavior, and recognize the value of physical activity. Students will be required to engage in a fitness program with at least 45 days of activity spread across at most 24 weeks.

WEIGHT TRAINING: WTRNG 041

This course will help students achieve a health-enhancing level of physical fitness through weight training. They will develop motor skills, learn about responsible personal and social behavior, and recognize the value of physical activity. Students will be required to engage in a fitness program with at least 45 days of activity spread across at most 24 weeks.

World Languages

FIRST-YEAR SPANISH, PART 1: SPAN 041

This introductory Spanish course focuses on the Latin culture—the Latin world in general as well as the culture of Spain—and is structured to help students begin conversing almost immediately in Spanish. Students will practice pronunciation, patterns, basic grammar, reading, and writing about familiar topics. Conversation practice and weekly Today’s Specials (grammar, culture and vocabulary lessons) happen in the Conversation Café where students will interact with other students and course TAs. This is the first course in a six-part Spanish series (SPAN 041, SPAN 043, SPAN 051, SPAN 053, SPAN 061, and SPAN 063).

FIRST-YEAR SPANISH, PART 2: SPAN 043

This Spanish course is a continuation of First-Year Spanish, Part 1 and introduces the Spanish language and culture (focusing on Peru, Bolivia, and Paraguay). It is structured to help students practice speaking using the vocabulary, grammar, and cultural information that they learn. Conversation practice and weekly Today’s Specials (grammar, culture and vocabulary lessons) happen in the Conversation Café where students will interact with other students and course TAs. This is the second course in a six-part Spanish series (SPAN 041, SPAN 043, SPAN 051, SPAN 053, SPAN 061, and SPAN 063).

SECOND-YEAR SPANISH, PART 1: SPAN 051

Building on the skills that students developed during their first year of Spanish, students will focus on speaking, listening, reading, and writing skills, with appropriate grammatical principles as well as additional insights into culture (focusing on Colombia, Nicaragua, El Salvador and Honduras). Conversation practice and happens in the Conversation Café where students will interact with other students and course TAs. This is the third course in a six-part Spanish series (SPAN 041, SPAN 043, SPAN 051, SPAN 053, SPAN 061, and SPAN 063).

SECOND-YEAR SPANISH, PART 2: SPAN 053

Students will focus on developing speaking, listening, reading, and writing skills, with appropriate grammatical principles as well as additional insights into culture (focusing on Venezuela, Argentina, Uruguay, and Chile). Conversation practice happens in the Conversation Café where students will interact with other students and course TAs. This is the fourth course in a six-part Spanish series (SPAN 041, SPAN 043, SPAN 051, SPAN 053, SPAN 061, and SPAN 063).

THIRD-YEAR SPANISH, PART 1: SPAN 061

Students will focus on developing speaking, listening, reading, and writing skills, with appropriate grammatical principles as well as additional insights into culture (focusing on Mexico and Guatemala). Conversation practice happens in the Conversation Café where students

will interact with other students and course TAs. This is the fifth course in a six-part Spanish series (SPAN 041, SPAN 043, SPAN 051, SPAN 053, SPAN 061, and SPAN 063).

THIRD-YEAR SPANISH, PART 2: SPAN 063

Students will focus on developing speaking, listening, reading, and writing skills, with appropriate grammatical principles as well as additional insights into culture (focusing on Ecuador, Cuba, Dominican Republic, Puerto Rico, Panama, and Costa Rica). Conversation practice happens in the Conversation Café where students will interact with other students and course TAs. This is the sixth course in a six-part Spanish series (SPAN 041, SPAN 043, SPAN 051, SPAN 053, SPAN 061, and SPAN 063).

Business Education

MARKETING: BMRKT 041

This course will help students gain a working knowledge of marketing and distribution, including marketing careers, marketing functions, market segmentation, and channels of distribution.

PUBLIC SPEAKING: COMMS 051

This course is an introduction to public speaking. It is media intensive and filled with several speeches and examples of various stages of speech development.

ECONOMICS: ECON 041

This course focuses on the study of economic problems and the methods by which societies solve them. It examines the characteristics of the market economy of the United States and its function in the world. It helps students develop opinions based on economic principles and provides opportunities to share those opinions with their peers as they discuss current events.

Career and Technology Education

AUTOMOTIVE BASICS: AUTO 043

This automotive course teaches students to perform basic auto maintenance and repair tasks on their own, such as fixing flat tires, changing oil, and maintaining a vehicle. A practical approach for saving money and time, this course also gives students the confidence to discuss complex auto problems with a mechanic.

BASIC CLOTHING CONSTRUCTION: CLOTH 041

This course introduces students to the basic principles and skills required to sew, including design concepts, selecting and preparing patterns, operating sewing equipment, and completing sewing projects. Students in this course will submit portfolio assignments to the instructor for a grade.

CLOTHING FASHION FUNDAMENTALS: CLOTH 047

Clothing Fashion Fundamentals includes a history of fashion, surveys current fashion designers, and introduces students to careers in clothing and fashion design. Students who take this course will also learn how to apply the fundamentals of fashion to their own wardrobe.

COMPUTER TECHNOLOGY: CTECH 041

This course provides an introduction to computer application software. Students will learn to create documents, spreadsheets, and presentations using Microsoft Office 2013. The basics of operating systems and the use of email are also covered.

SMALL ENGINE REPAIR: ENGN 041

Small Engine Repair covers the fundamentals of small engine repair and servicing. After learning what makes two-cycle and four-cycle engines work, students in this course will get a hands-on, guided experience disassembling a small engine.

FOOD AND NUTRITION, PART 1: FOODS 041

In this hands-on food and nutrition course, students will use a variety of sources and activities to discover how food affects the way their body works, including cooking meals, researching individual nutrition needs, tracking eating habits, and planning meals based on scientific guidelines. Students will also learn about different careers related to food and nutrition through interviews with various professionals in the field. This is the first course in a two-part Food and Nutrition series (FOODS 041 and FOODS 043).

FOOD AND NUTRITION, PART 2: FOODS 043

In this food and nutrition course, students will use a variety of sources and activities to discover how food affects the way their body works, including cooking meals, researching individual nutrition needs, tracking eating habits, and planning meals based on scientific guidelines. In this hands-on course, students will also learn about different careers related to food and nutrition through interviews with various professionals in the field. This is the second course in a two-part Food and Nutrition series (FOODS 041 and FOODS 043).

KEYBOARDING: INFOP 041

This course will guide students through attaining proficiency in touch typing and word processor formatting skills. In an increasingly digital world, the ability to quickly and accurately type and create well formatted documents will prove to be invaluable and advantageous in completing school work, communicating professionally, and pursuing personal education and career goals.

INTERIOR DESIGN: INTDE 041

This course is an introduction to interior design. Students will learn the fundamentals of design and their application to interiors as they create designs and share them with their peers.

Character Education

LIFE PREPARATION: REAL 041

Through engaging stories, examples, and case studies, students will learn to analyze themselves and make adjustments to become ready for real life. Covered topics include perspective, independence, communication, social expectations, balance, relationships, and citizenship.

Lessons include instructor-graded portfolio activities, which should be submitted as a whole before requesting the final exam.

WHY TRY? LIFE SKILLS FOR STUDENT SUCCESS: RES 041

This course provides ten strategies proven to motivate and engage EVERY student! Based on the popular WhyTry Program, students will learn the strategies successful people use to overcome challenges; boost motivation; improve relationships; increase resilience; and more! The lessons in this course have been implemented with over 2 million youth nationwide and have been proven to promote college and career readiness, improve GPA, increase engagement, improve attendance, and enhance overall self-concept. The goal of the course is to help students go beyond the “what” of education and help them see the “why” – or the ways in which the skills and concepts they’re learning can apply directly to their life. Students often say that they have more fun in this class than in any other high school course.

CHARACTER OF AMERICA, DOCUMENTS AND SYMBOLS: USA 041

This course discusses some of the documents and symbols that contribute to the character of America, including the Constitution, the Bill of Rights, the flag, and national monuments. Lessons include instructor-graded portfolio activities, which should be submitted as a whole before requesting the final exam. This is the first course in a two-part Character of America series (USA 041 and USA 043); however, either course may be taken independently of the other.

CHARACTER OF AMERICA, THE PEOPLE: USA 043

This course discusses some of the people who have contributed or are still contributing to the character of America, including the presidents and the Founding Fathers, as well as national and local security. Lessons include instructor-graded portfolio activities, which should be submitted as a whole before requesting the final exam. This is the second course in a two-part Character of America series (USA 041 and USA 043); however, either course may be taken independently of the other.

CHARACTER EDUCATION: EXPLORING VALUES, PART 1: XPLR 041

This course is a literary study of basic values and examines the consequences of having or lacking courage, self-discipline, respect, honesty, work, trust, and compassion. This is the first course in a three-part Character Education: Exploring Values series (XPLR 041, XPLR 043, and XPLR 045); however, any of the courses may be taken independently of the others.

CHARACTER EDUCATION: EXPLORING VALUES, PART 2: XPLR 043

This course is a literary study of additional basic values; it examines the consequences of having or lacking confidence, generosity, humility, obedience, determination, reliability, tolerance, forgiveness, and excellence. Lessons include instructor-graded portfolio activities, which should be submitted as a whole before requesting the final. This is the second course in a three-part Character Education: Exploring Values series (XPLR 041, XPLR 043, and XPLR 045); however, any of the courses may be taken independently of the others.

CHARACTER EDUCATION: EXPLORING VALUES, PART 3: XPLR 045

This course is a literary study of additional basic values; it examines the consequences of having or lacking mercy, patience, grace, gratitude, accountability, loyalty, patriotism, and self-

sufficiency. Lessons include instructor-graded portfolio activities, which should be submitted as a whole prior to requesting the final. This is the third course in a three-part Character Education: Exploring Values series (XPLR 041, XPLR 043, and XPLR 045); however, any of the courses may be taken independently of the others.

Communications

BUSINESS COMMUNICATIONS: BCOM 041

This business communications course explores strategies and skills needed to become an effective written and verbal communicator. Skills taught in this course are especially helpful in workplace communication, but are applicable to communication outside of work.

PUBLIC SPEAKING: COMMS 051

This course is an introduction to public speaking. It is media intensive and filled with several speeches and examples of various stages of speech development.

Computer Science

COMPUTER SCIENCE, PART 1: CS 041

This is an introductory semester course in computer programming/software engineering and applications. The course introduces students to the fundamentals of computer programming. Students will learn to design, code, and test their own programs. The course will introduce basic programming concepts to beginning students through the Python programming language, preparing them for the second semester where they will learn object-oriented programming skills in an Internet environment.

COMPUTER SCIENCE, PART 2: CS 043

This is the continuation of Computer Science, Part 1 and builds upon the concepts and skills students acquired in the first course. The main focus in this course is programming for the internet. Most modern web applications are built on three interacting building blocks: (1) Client programs that run locally in the user's web browser, (2) server programs that run on machines in data centers, and (3) databases for information storage. In this course students will learn how to write client and server code, and become familiar with database usage to build simple web applications. It is not the goal of this course to teach how to build graphically attractive web programs but rather to teach the mechanics underpinning modern web applications.

KEYBOARDING: INFOP 041

This course will guide students through attaining proficiency in touch typing and word processor formatting skills. In an increasingly digital world, the ability to quickly and accurately type and create well formatted documents will prove to be invaluable and advantageous in completing school work, communicating professionally, and pursuing personal education and career goals.

Economics

ECONOMICS: ECON 041

This course focuses on the study of economic problems and the methods by which societies solve them. It examines the characteristics of the market economy of the United States and its

function in the world. It helps students develop opinions based on economic principles and provides opportunities to share those opinions with their peers as they discuss current events.

Family and Consumer Sciences

LEADERSHIP: SELFG 051

In this course, students learn about different types of leadership, the characteristics of a leader, how leaders make effective decisions, and the secret to becoming a good leader.

STUDY SKILLS: SELFG 055

This course is designed to help students master themselves and their ability to study, learn, and retain information in a manner that most aptly fits their learning style. Students will discover their learning style, learn how to use time effectively, learn listening skills, and learn tips for taking better notes.

EDUCATION AND CAREER PLANNING: SELFG 057

In this course, students evaluate their personal interests and values, research occupations that are of interest, and draw conclusions about themselves and the world of work.

Student Development

ACT PREPARATION: ACT 051

This course prepares you for taking and improving your score on the ACT. It's the most fun you'll have raising your test score!

Process and Criteria for Awarding Course Credit

Course credit will be awarded based on individual student performance in accordance with a standard 4-point grading scale, midterm, and end of year assessments. Credit may be withheld for excess absences in addition to insufficient performance in the areas aforementioned.

A: 90-100 = 4.0

B: 80-89 = 3.0

C: 70-79 = 2.0

D: 60-69 = 1.0

F: < 59 = 0.0

Freshman \leq 6 credits

Sophomore \leq 13 credits

Junior \leq 20 credits

Senior \leq 26 credits

Policy on Accepting Transfers

Ridgeline Academy High School welcomes transfer credits from other US accredited schools and from schools all over the world. Ridgeline Academy High School will accept transfer credits from other Department of Education recognized, accredited high schools, public schools, charter

schools, qualified homeschools, and from accredited International schools that are recognized by a foreign Ministry of Education.

Ridgeline Academy High School has adopted the following policy for credit transfer. Ridgeline Academy High School will accept up to 75% of transfer credits toward high school graduation. This means that regardless of how many credits a student has earned from a previous school, students must to complete a minimum of 5-6 credits at RAHS before a diploma will be issued.

Graduation Requirements with Credit Number/Content Area

High School Subject Area	State Mandated Requirements* (Arizona Administrative Code R7-2-302) for High School Graduation	RA Requirements
English	Four credits of English or English as a second language.	Four credits of approved courses
Mathematics	Four credits of mathematics to minimally include Algebra 1, Geometry, Algebra 2 (or a personal curriculum), and a fourth course that contains high school content.	Four credits, including Algebra 1, Geometry, and intermediate Algebra.
Social Studies/Science	Three credits in social studies to include one credit of American history, including: Arizona history; one credit of world history/geography; one-half credit of American government, including Arizona government; and one-half credit of economics.	Three credits of history/social science, including one credit of American history, including Arizona history, one half credit of civics or American government; and one credit of world history, cultures, and geography.
Science	Three credits of science in preparation for proficiency at the high school level on the statewide science assessment.	Three credits with lab required, chosen from biology, chemistry, and physics.
Foreign Language	One credit of fine arts or career and technical education and vocational education.	Two credits in same language required. Three credits recommended.

Visual and Performing Arts	One credit of fine arts or career and technical education and vocational education.	One credit of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.
Physical Education	One credit of fine arts or career and technical education and vocational education.	One half credit of Physical Education including fitness, nutrition, running, or other.
Electives	Seven credits of additional courses prescribed by the local school district governing board or charter school.	Seven credits of additional courses, chosen by the student.
Internship	Not Applicable	120 hours** (at least 2.5 credits)
Total	22	23.5 (not including Intern hours)

New Construction/School Housing Plan w/Classroom Square Footage, Arch Drawings etc.

For the first year of the high school’s existence, it will be housed in our existing facility. As it continues to grow, a new school will be built with a local rental facility available as a back-up structure.



Arizona State Board for Charter Schools

Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Number of Students				
Grade Level	Current - FY	Target - FY	Target - FY	Target - FY
Kindergarten				
1 st Grade				
2 nd Grade				
3 rd Grade				
4 th Grade				
5 th Grade				
6 th Grade				
7 th Grade				
8 th Grade				
9 th Grade				
10 th Grade				
11 th Grade				
12 th Grade				
Total Enrollment				

*To view an example of a completed Enrollment Matrix, please see The Guide (*Attachment Guidelines*).



Arizona State Board for Charter Schools

Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Number of Staff Members				
Position	Current - FY	Anticipated - FY	Anticipated - FY	Anticipated - FY
Administration				
Teachers/Instructional Staff				
Kindergarten				
1 st Grade				
2 nd Grade				
3 rd Grade				
4 th Grade				
5 th Grade				
6 th Grade				
7 th Grade				
8 th Grade				
9 th Grade				
10 th Grade				
11 th Grade				
12 th Grade				
Specialty Staff (Music, Art, PE, etc.)				
Special Education				
Paraprofessional				
Additional Staff				
List title:				
List title:				
List title:				
Total Number of Staff Members				

Continue on page 2: Leadership Staffing Chart

