



**Renaissance
Academy**
CHARTER SCHOOL

-High School-

COURSE SELECTION GUIDE



413 Fairview Street
Phoenixville, PA 19460
610-983-4080----www.rak12.org

-----Building Lifelong Learners-----

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Renaissance Academy Charter School

Founded in 1999, Renaissance Academy is a college preparatory public charter school, located in Phoenixville, Pennsylvania approximately 25 miles from Philadelphia, in the northeastern part of Chester County. Renaissance draws from approximately 18 different school districts in Chester, Montgomery, and Philadelphia Counties, creating a diverse student population. The school year is approximately 184 days, with a longer than typical school day that allows more time for dedicated learning and provides the students more access to teachers, staff, and resources.

Renaissance received its charter through the Phoenixville Area School District and renews its charter every five years with the Phoenixville School Board. When Renaissance first opened in 2000, it partnered with Edison Schools, now known as EdisonLearning Inc., which served as its educational consultants for the first ten years of existence. After earning multiple 4 and 5 star ratings consistently from EdisonLearning, as well as achieving AYP (Adequate Yearly Progress, the highest level of distinction from the Pennsylvania Department of Education), Renaissance ended its relationship with EdisonLearning in 2010. Currently we work with independent consultants from various organizations to maintain our long-term improvement goals for the school. Renaissance Academy High School continues to strategically plan to achieve proficiency on all state exams, 100% high school graduation rate, 100% college acceptance of its senior class members, and multimillion dollar scholarship offers, while setting new goals that center around curriculum alignment under the College Board, PA Core Standards, and SAT and ACT score improvement, and national accreditation from the MSA (Middle States Association).

Renaissance continues to develop its growth in numbers to ensure that we reach our goal of 350 high school students, while maintaining our small learning community. At Renaissance, grades 9-12 have approximately 84 students per grade. The traditionally smaller learning environment provides opportunities for students to work in small groups or individually, followed closely by advisors and teachers who know them well. School uniforms are worn, allowing students to focus on academics, and the school's Code of Conduct is strictly followed.

Technology is easily accessible to every student throughout the school day thanks to our one to one program, each student has access to a Chromebook every day. . Parents and students have constant access to our on-line gradebook through Skyward Family Access where grades, attendance, Student Learning Contract comments (SLCs), and other information are always accessible. In addition, our school's website, www.rak12.org, provides information and resources that benefit our stakeholders.

Renaissance Academy is a member of PIAA and the Bicentennial Athletic League our sport teams include cross-country, baseball, basketball, soccer, volleyball, golf, bowling, football, and softball. We also offer cheerleading and several other athletic clubs. We field an Academic Decathlon team along with an Academy Council, National Honor Society, Key Club, Coexist, Minority Student Union, and many other clubs and organizations.

The Renaissance Academy High School is a college prep school where the intention is to best prepare all students to be attractive to colleges and universities, accepted by colleges and universities of the students' choice, and to be successful and complete the educational program of the college or university of the student's choice. Renaissance prepares and supports its students in a variety of creative and effective means throughout their four years in high school. A rigorous program of studies supplemented with college level and AP classes is available to all students who put forth the dedication and commitment needed to be successful in their high school years. It is important that students enrolling have the desire to pursue post-high school education to best coincide with the educational program that is established at Renaissance.

At Renaissance Academy, leadership training, core subject training, and professional development support our professional staff on a consistent basis. We are committed to a partnership with each family and enjoy a high level of parent satisfaction. All of our teachers are "Highly Qualified" and certified where applicable.

SCHOOL VISION STATEMENT

The Renaissance Academy Charter School student makes an active decision to be educated at the school because the student and their family desire an award-winning, college-prepared, liberal arts education. With rapport as a foundation, the school is a safe, respectful, rigorous and goal-oriented environment that is driven by the expectation that all students are able to realize their full potential.

PROFILE OF A GRADUATE

Graduates of Renaissance Academy Charter School, as a result of their education and their unique experiences, will:

- Realize their full potential.
- Cultivate an inclusive environment.
- Perpetuate a strong alumni network.
- Value and pursue continuing education.
- Succeed as scholars, workers, and citizens.
- Attract colleges, universities, and future employers.
- Employ a growth mindset in order to break barriers.
- Function confidently in a diverse minded community.
- Embrace and contribute to technological innovations.
- Identify problems and take action in their community.
- Possess the capacity to be a model of accountability.
- Appreciate the value of creativity and its relationship to success.
- Build rapport and have the ability to create that atmosphere in their future environment.
- Thrive in an environment that expects high standards and confidently seek continued improvement.

CODE OF CONDUCT & THE LEARNING ENVIRONMENT

Renaissance Academy is committed to creating and maintaining a positive learning environment that encourages cooperation, fosters creativity, and nurtures students in taking the risks involved in learning. The learning environment is developed and adjusted over time with focus on providing all students with access to a world-class education. Parents and community members play an important role in supporting the learning environment through using common, respectful language that encourages and inspires students, while setting limits. Our school has a Code of Conduct which is a succinct expression of the core values and mission of the school. The Code of Conduct governs and guides every student's actions in school. It states:

I am here to learn; therefore, I will respect myself, others, and the environment; cooperate with all school personnel; do nothing to keep the teachers from teaching, nor anyone, including myself, from learning.

GRADING SYSTEM

Grades are posted in the online gradebook for parents and students to check regularly. High School grades are averaged on a yearlong basis at which time credits are awarded. Exams are given at the end of each trimester and are averaged into the calculation of the trimester grade. Meeting attendance requirements is necessary in order to receive credit for each class.

NATIONAL HONOR SOCIETY

A student must be of , junior, or senior standing to be considered eligible for NHS nomination. He or she must have attended Renaissance Academy for at least one trimester prior to being selected to NHS. Students must

also have a GPA of at least 3.5 on a 4.5 scale or an equivalent standard of excellence. Candidates shall then be evaluated on the basis of service, leadership and character by the faculty council.

TYPICAL COURSE SEQUENCE

Freshman Year

<u>Course</u>	<u>Credit</u>
English Language Arts 9	1.00
Algebra I/ Geometry/Alg II	1.00
General Science/ Honors Biology	1.00
World History I	1.00
World Language	1.00
Physical Education Elective	.50
Fine Arts Elective	.50

Sophomore Year

<u>Course</u>	<u>Credit</u>
English Language Arts 10	1.00
Geometry/ Algebra II	1.00
Biology/ Chemistry	1.00
World Hist. II/ AP European Hist.	1.00
World Language	1.00
Health	.50
Fine Arts Elective	.50

Junior Year

<u>Course</u>	<u>Credit</u>
English Language Arts 11	1.00
Algebra II/ Pre-Calculus	1.00
Chemistry/ Physics	1.00
US History	1.00
World Language	1.00
Physical Education Elective	.50
Fine Arts Elective	.50

Senior Year

<u>Course</u>	<u>Credit</u>
English Language Arts 12	1.00
Math (various choices)	1.00
Science (various choices)	1.00
Government/ Economics	1.00
Academic Electives	1.00
Commencement Project	.50
Physical Education Elective	.50
Various Fine Arts/Electives	.50

*** This is a general four year outline for students at Renaissance Academy. Honors Level sections are offered for most of these

*courses. Courses may vary per student depending upon academic level and pace. ****

OVERVIEW OF THE RENAISSANCE ACADEMY HIGH SCHOOL

Renaissance Academy is dedicated to providing students with a high school experience they will treasure throughout their lives. In fact, our high school program is perhaps the most distinctive element of our K-12 school design. Students who have been in our school's program for some time are ready for challenges not usually encountered until college. For this reason, we organize our high school into two academies: the Senior Academy for grades 9 and 10, and the Collegiate Academy for grades 11 and 12.

Renaissance Academy shares the belief that young people need to know and be able to do more than ever before; there is nothing unique about offering students the chance to do college-level work in 11th or 12th grades. The Advanced Placement program, for example, enables select high school students to work with ambitious curricula. The crucial difference is that at Renaissance, we aspire to help all students take advantage of opportunities that are sometimes undertaken by only a few.

Starting in the Primary Academy (grades K-2); Renaissance students are prepared for an ambitious high school experience. In time, this preparation will have more and more students ready for most any challenge that comes their way. No matter how well prepared some students may be, all students need a high school that guarantees them the highest probability of success.

Contained in this booklet, are detailed descriptions of the courses Renaissance Academy high school students may choose from. Some courses are required and it is those elements of the program that we believe most enhance opportunities for student success.

BASIC PROGRAM REQUIREMENTS

All Renaissance students are required to take four full years of study in the common core subject areas of mathematics, science, social science, and English language arts.

In addition to four years of core curriculum requirements, students are required to take three years of fine arts and three years of physical education, as well as one year of health. Furthermore, three full years of a world language is a graduation requirement.

During a student's senior year, their schedule opens up to allow the student to take electives that may surpass the student's required number of credits. Students may elect to take additional math, world language, social sciences, or science courses, as well as fine arts electives. We also look for online opportunities for students who wish to continue a course of study in a class or discipline that we do not offer instructionally in the school. This common core of expectations allows for students to earn credits above the minimum requirement. All students, however, are required to be enrolled in a class each period of the day.

COURSE SEQUENCING

Course sequences in the Renaissance Academy high school curriculum will vary depending on when students enter our program. Students' skill levels and academic experience need to be taken into account when determining the high school program that best suits their needs.

Regardless of their starting point, the goal is threefold: 1) to ensure that students have the basic skills and understanding they need to succeed in higher levels of education; 2) to ensure students take the right combination of courses to graduate in four years' time; and 3) promote lifelong learning. Paths to these goals can and will vary depending on the starting points, but the pursuit of a common core of academic knowledge, skills, and understanding and a well-rounded liberal arts education is consistent for all.

Typically all Renaissance core curriculum courses (those in math, English language arts, science, social science, and world language) are year-long courses that meet daily for approximately 58 minutes. Courses in the arts, physical education, health, some college level courses, and those offered during electives also meet for 60 minutes a class period, but meet either daily for a semester or on an alternate-day schedule for the

entire year.

COLLEGE PREPARATION

Renaissance Academy is a college preparatory, public, charter school. What does it mean to be college preparatory? As there is no set criteria or structure to categorize what is college prep or not, Renaissance's interpretation of college prep is evidenced in the following ways by its programming and structure: it is our intention to prepare our high school students to be desirable to four year colleges/ universities, to be accepted by four-year colleges/ universities, and to be successful upon enrollment in a college/ university and fulfill degree completion. With those understandings in mind, all students are challenged with a rigorous academic course load and sequence of classes. All students are required to earn credits in algebra, geometry, Algebra II, biology, chemistry, world history, American history, American government & economics, and three credits of a foreign language. All courses are taught at an academic level and are not "integrated" or "applied" versions that one may find offered in traditional public schools. Students in grades 10 & 11 take the PSAT test while students in 12th grade take the SAT School Day in the fall and 11th grade students have the opportunity to take the SAT School Day in the spring. Students can expect to take no less than four guided college trips with their high school classmates and teachers, as well as use class time to work on their college applications and essays. Each senior is *encouraged* to apply to at least one college before graduation, regardless of what his or her post-graduation plans may actually be. Additionally, Renaissance schedules a yearly college fair as well as individual visits from admissions officials from various schools. At least one financial aid night is held at the school where parents are walked through the financial aid application process and familiarized with the FAFSA, led by a financial aid officer. Students at Renaissance are also offered internship opportunities through the Chester County Intermediate Unit in the Teacher Academy as well as a medical internship and rotations at area hospitals through the Allied Health Program to have hands-on experience in fields that require a college degree.

Renaissance Academy also supplies the "Princeton Review" support services to help achieve our college preparation goals. 11th graders are given an opportunity to participate in a 10 week Princeton Review SAT Preparation Course for less than \$200 (normal cost of \$900).

COLLEGE / DUAL CREDIT OFFERINGS

Along with the standard high school curriculum, Renaissance Academy strives to provide challenging programs which are geared toward preparing our students for the university experience. One avenue which affords students with this challenge is our on-going partnership with local universities. These partnerships provide our students with the challenge and conditioning of taking part in a college level class. Professors from the university may travel to our school to provide instruction, support, and guidance in the college process. Students are also welcome to take courses on the campuses of some of our partnership schools.

Students who wish to take a college course sponsored by Renaissance Academy, also referred to as a dual credit course, are charged a fee for each credit taken. Students are required to pay for the course at the beginning of the semester, much like the structure of a regular college. A student must earn a C- (73%) or higher to progress to the second semester of the course if it is a two semester class. Furthermore, if a student does not earn a C- (73%) or higher, he or she may be required to pay the entire cost of the course, as college credit will not be awarded. For a two semester course, the student must have their first semester entirely paid for before the second semester begins. If not, the student will be transferred into the high school equivalent course. Financial support is available and should not be a reason to deter students from taking dual credit courses.

Students will be awarded one half credit for each semester completed. Therefore, students taking dual credit courses to satisfy core requirements, must take two semesters of the course/content in order to earn a full high school credit.

Students wishing to take dual credit courses outside of the offerings provided by the Renaissance Academy, must receive prior approval. The [dual credit agreement form](#) must be filled out a minimum of 4 weeks prior to enrolling in the course and must be approved by both the Academic Counselor and High School Principal.

Please see the High School Principal or Academic Counselor for more information.

AP CLASSES

AP (Advanced Placement) classes are another way that students are offered a rigorous collegiate experience while in the high school setting. AP classes follow curriculum approved by the College Board and prepare students for success on the AP exams in May. AP classes are exceptionally demanding and require not only extra reading and study time from the students, but also an increase in critical thinking and application skills. Students taking AP courses need school approval before enrollment, may be expected to complete summer work before the start of the school year, and should expect extra work to be completed outside of class time during the school year. There will be out of school study sessions organized as well, and students will need to pay the yearly testing fee for their end of course exams. The exams run the first two weeks in May and students across the nation take the same exam for each subject, regardless of their school. Exams are four hours long and consist of multiple choice and open-response questions. Most colleges award college credit depending on the score a student earns on a five point scale. Renaissance will reward students who take on this challenge with a 1.0 GPA bump at the end of the school year due to the rigor of these courses. Currently, Renaissance offers AP classes in Modern European History, United States History, US Government, Literature, Language Composition, Calculus, Statistics, Chemistry, Biology, Studio Art, and Computer Science.

ONLINE CLASSES

Renaissance Academy is also proud of its relationships and development of online course offerings. Renaissance students can enroll in Provost Academy courses to earn high school credit. Students have taken forensics, biochemistry, sports medicine, genetics, astronomy, and many other courses. There are potential fees and parameters involved when taking any of these online courses; however, the opportunities to explore an area of study are plentiful, and we wish to offer this experience to our students when possible. Seek out the High School Principal to discuss classes and opportunities that you may be interested in, but are not currently advertised in this guide or around the school.

COMMENCEMENT PROJECT

The objective of this project is to provide the graduating senior of Renaissance Academy with an authentic learning experience outside the classroom where they will find the opportunity to think critically and communicate effectively. Each project is initiated by a personal interest, supported by self-directed research, and resulting in a uniquely formulated presentation. This Commencement Project is an expression of what each student has learned and its application to a challenge in the community. Upon completion of this project, the student will fulfill the culminating project requirement and receive .5 credit hours toward graduation.

History-Social Science 3000

Students who begin their high school career with Renaissance are required to successfully complete four years of History-Social Science courses. All courses outlined below can count toward meeting that requirement.

***World History I* 3200YR**

This year-long course focuses on the exploration of major themes of world history from the time period of the First Civilizations of Africa and Asia to the 1600s. The goal of the course is to provide a foundation of understanding of our world's history—the people, events and ideas that shape our world as we know it. Students will address the following questions: What are the immediate historical and cultural events that shape our modern society? How has material and technological change affected our lives? How have political, economic, and social ideas and values changed over time, and do these changes represent progress or not?

Core Text: *World History: Connections to Today*, by Ellis and Esler, Prentice Hall, © 2009.

Prerequisites/Conditions: N/A

Credit: 1.0

***Honors World History I* 3200HR**

This year-long course focuses on the exploration of themes of world history from the time period the First Civilizations of Africa and Asia to the early 1400s. A primary course goal is to establish a foundation of understanding of our world's history — the people, events and ideas that shape our world as we know it. Also, students will develop the historical thinking skills which will ensure readiness for Advanced Placement courses offered in tenth, eleventh, and twelfth grades. The following skill areas are central to all Advanced Placement history courses, and are introduced in Honors World History I: historical causation, patterns of continuity and change, periodization, comparison, contextualization, historical argumentation, and appropriate use of relevant historical evidence. While exploring the early history of human societies, students develop the strong analytical skills that will bring success in future courses.

Core Text: *World Civilizations: The Global Experience* by Stearns, et al., Pearson, © 2015.

Prerequisites/Conditions: This class is intended for freshmen who have an 88% or higher in their previous Social Science course. Students must have their eighth grade teacher's or administrator's recommendation.

Credit: 1.0

***World History II* 3201YR**

This year-long course expands on the themes of World History I from the time period of the ideals of the Renaissance to the present day. Course goals are to provide a foundation of understanding of our world's history—the people, events and ideas that shape our world as we know it. Students will address the following questions: What are the immediate historical and cultural events that shape our modern society? How has material and technological change affected our lives? How have political, economic, and social ideas and values changed over time, and do these changes represent progress or not?

Core Text: *World History: Connections to Today*, by Ellis and Esler, Prentice Hall, © 2005.

Prerequisites/Conditions: This course is generally for sophomores.

Credit: 1.0

***AP European History* 3202AP**

This year-long Advanced Placement study of European history explores the social, political, and economic developments in Europe from the end of the Middle Ages to the modern era. The course is structured in chronological order with an emphasis on writing (well-constructed answers, short answers, thesis statements, higher-level thinking activities) and reading (articles, chapters, sample essays, etc.) The selected formal content reflects the political and diplomatic, intellectual and cultural, and social and economic aspects

of the periods. Units of study focus on major periods in European history, such as the Exploration of the New World, Absolutism, the Enlightenment and the French Revolution, the Industrial Revolution and 19th Century culture, and Europe in the 19th and 20th centuries. Students prepare and practice for the College Board AP exam, administered in the third trimester, and are expected to take the exam in lieu of a final exam. Students will be encouraged to partake in AP test study sessions that meet outside of normal school hours in preparation for the exam. After the exam students pursue projects that serve to deepen their understanding of Europe's impact on the world today.

Core text: *History of Western Society: Since 1300 for Advanced Placement*, by McKay, et al. Bedford St. Martins, © 2010; as well as advanced placement support materials from the College Board/ETS.

Prerequisites/Conditions: This class is intended for sophomores who have an 82% or higher in Honors World History I, or 92% or higher in World History I. Students must have their ninth grade teacher's or administrator's recommendation.

Credit: 1.0

US History

3103YR

This year-long course is an in-depth study of US history from the period of the Spanish-American War to the present day. Course goals are to identify and explain the significance of key people, events, and concepts in the evolution of the American democracy from 1890 to the present. Units of study focus on major periods in American history such as the development of the American economy, the gathering of peoples and cultures from many places, the changing character of American society and culture, and the changing role of the United States in the outside world.

Core Text: *America: Pathways to the Present*, by Cayton, Perry, Reed and Winkler; Prentice Hall © 2003.

Prerequisites/Conditions: This course is primarily for juniors or transfer students in grades 10-12 who have not had previous secondary school experience with US History.

Credit: 1.0

AP United States History

3103AP

This year-long Advanced Placement survey of United States history covers pre-Columbian America to the present day. The course is structured in chronological order with an emphasis on writing (well-constructed answers, short answers, thesis statements, higher level thinking activities) and reading (articles, chapters, sample essays, etc.) The selected formal content reflects the political and diplomatic, intellectual and cultural, and social and economic aspects of the period. Units of study focus on major periods in United States history, such as the Colonial and Revolutionary Period; Republicanism, Nationalism, and Democracy; Expansion; Civil War and Reconstruction; the New Nation; Foreign and Domestic Change; Domestic and World Crises; and Contemporary United States since 1945. Students prepare and practice for the AP exam, administered in May, and are expected to take the exam in lieu of a final exam. Students will be encouraged to partake in AP test study sessions that meet outside of normal school hours in preparation for the exam. After the AP exam, students will have a preview of AP Government for the following year and end with a project pertaining to this material. Enrollment in AP Government is neither required nor guaranteed for AP US History students.

Core text: *The American Pageant*, Fifteenth Ed, by Kennedy, Cohen, and Bailey. Houghton-Mifflin © 2012; and advanced placement materials from the College Board/ETS.

Prerequisites/Conditions: This class is intended for juniors who have an 82% or higher in their AP European class or and 92% in their World History II class, complete and score an 85% or higher on a summer assignment by the designated due date, and must have a teacher's or administrator's recommendation.

Credit: 1.0

U.S. Government & Economics

3401YR

Government is an interactive study of concepts and terms regarding civic life, politics and how the Constitution embodies the purpose, values, and principles of American Democracy. This includes the

essential characteristics of limited and unlimited government, the nature and purpose of the Constitution and the alternative ways of organizing a constitutional government. In addition, students will examine the concepts and terms regarding the relationship of the United States to other nations and to world affairs and the role of citizens in American Democracy. This includes political organizations around the world, the effect of domestic politics and how constitutional principles of the United States affect its relations with the world, description of a citizenship, their rights and responsibilities. Economics is an interactive study of concepts and terms regarding productive resources, economics systems, human behavior in the marketplace, business organizations and personal economic responsibilities. This includes scarcity and shortages, needs and wants, trade-offs, marginal limits, supply and demand, proprietorships, corporations, mergers, associations and controlling personal money supply. Later in the course is an interactive study of concepts and terms regarding the economic role of government, money, banking and financing, measuring economic performance and the global economy. This includes business cycles, unemployment, inflation and poverty, taxes, fiscal policy, budget deficits and national debts, monetary policy, trade barriers, and agreements and financial development.

Core Text: *Government Alive: Power, Politics, and You*, Teachers' Curriculum Institute; TCI 2010; *Economics Alive: The Power to Choose*, by Teachers' Curriculum Institute; TCI 2010

Prerequisites/Conditions: This course is for seniors who have had two years of World History and a full year of U.S. History or an equivalent class from another school.

Credit: 1.0

AP U.S. Government

3400AP

This year-long Advanced Placement study of U. S. Government is an interactive exploration of concepts and terms regarding civic life, politics and how the Constitution embodies the purpose, values, and principles of American Democracy. This includes the essential characteristics of limited and unlimited government, the nature and purpose of the Constitution and the alternative ways of organizing a constitutional government. Students prepare and practice for the AP exam, administered in May, and are expected to take the exam in lieu of a final exam. The number of response essays, projects, terms and concepts are greater than that of a regular Government class.

Core Text: *American Government: Institutions and Policies 13th Edition* by James Q. Wilson and John J. Dilulio, Prentice Hall, © 2013.

Prerequisites/Conditions: This class is intended for seniors who have an 82% or higher in their AP US course or 92% or higher in their U.S. History course., complete and score an 85% or higher on a summer assignment by the designated due date, and must have a teacher's or administrator's recommendation.

Credit: 1.0

Sociology

3301S1

Introduction to Sociology will be structured like an introductory college class. The class will examine and analyze what Sociology is and the sociological perspective, as well as the three main theoretical perspectives of sociology and then apply these to the following topics: culture, socialization, deviance, mass media, race, and poverty. The class will include a mix of direct instruction from the instructor, as well as group work, individual research, student created lessons, debate and discussion, and analysis of outside reading, theories, and on-line resources and documentaries. Students will be expected to do outside reading of text and additional materials, as well as projects and papers. This class will also utilize outside resources, such as guest speakers, lecturers, and possible on-site visits.

Core Text: *Sociology: A Down to Earth Approach, 8th Ed*, by James M. Henslin, Pearson © 2007

Prerequisites/Conditions: This course is an elective course for primarily 12th graders.

Credit: .5

Debate & Current Events

3500S2

The Debate and Current Event Course will focus on various issues that are commonly a part of debate, but the focus will be on issues that are in current events and topical issues of research and debate. Students will be introduced to an issue and have to learn all possible sides through proper research and reading thoroughly about each issue. Students will also learn various methods of debate and create many different styles of writing. After each topic has been researched and debated, we will examine how this issue relates to current events, analyze a related film, and have a comprehensive assessment. The goal is for students to be able to have a solid understanding of a multitude of issues, from every possible angle, and learn to prepare viable discussion and arguments for future classes.

Core text: online resources/library resources

Prerequisites/Conditions: This course is an elective course for primarily 12th graders; knowledge and ability to use MLA citations is necessary.

Credit: .5

African American History

3600YR

This year-long course will provide an in-depth look at African American history from ancient times to the present day. Students will begin with an examination of the achievements of African civilizations and kingdoms. The focus will then shift to the African American experience in the Atlantic world- from slavery to freedom, Reconstruction and the backlash of Jim Crow, to the events of the 20th Century and beyond. A particular focus on lesser-known historical figures and events will be at the core of this course. Students in African American History will study primary and secondary sources of black authors, historians, artists, musicians, athletes, and more. Students in this course will seek to connect the modern day and current events within the greater context of history and past events/eras. Special emphasis will be placed on reframing American history through the lens of the African American experience.

Prerequisites/Conditions: available for 11th and/or 12th grade students

Credit: 1.0

English Language Arts 4000

Students who begin their high school career with Renaissance are required to successfully complete four years of English Language Arts courses.

***English Language Arts 9* 4100YR**

This typically ninth grade, year-long course is a study of historical and contemporary literature, which emphasizes literary genre, form, and technique. Students are expected to complete summer reading prior to the beginning of the school year and will be assessed on the required reading within the first weeks of school. Throughout the year, the students will analyze various texts including: *The Odyssey*, *The Tragedy of Romeo and Juliet*, and *Of Mice and Men*. Students will be required to complete a multi-step research project. Various project requirements and reading methodologies are integrated into the literature study.

Core Text: Holt McDougal Literature Grade 9 and various novels.

Prerequisites/Conditions: N/A

Credit: 1.0

***Honors English Language Arts 9* 4100HR**

This ninth-grade year-long course is an honors-level study of historical and contemporary literature, which emphasizes literary genre, form, and technique. Students are expected to complete summer reading prior to the beginning of the school year and will be assessed on the required reading within the first weeks of school. Throughout the year, the students will analyze various texts including: *The Odyssey*, *The Tragedy of Romeo and Juliet*, and *To Kill a Mockingbird*. This course features an increased emphasis on how authors create meaning through the use of literary techniques and strategies, with an eye toward preparing students for AP Literature and Language courses in the future. The focus is on the "how" and "why" of literature, not the "what". This is accomplished through analytical activities and a course text designed for Pre-AP preparation.

Students will be required to complete a multi-step research project. This is a fast-paced course which requires self-directed, independent learners with high-level critical thinking skills. Student expectations involve outside work, including an outside novel and a culminating project. Students are to expect an average of five hours of homework and reading per week.

Core Text: Holt McDougal Literature Grade 9 and various novels.

Prerequisites/Conditions: Students who wish to enroll in this course must have a teacher's or administrator's recommendation, a minimum grade of 90% in 8th grade English Language Arts, and/or should have at least a Reading MAP score of 233 Language MAP score of 230 or higher on their Winter 8th grade reading MAP test.

Credit: 1.0

***English Language Arts 10* 4200YR**

English Language Arts 10 is for students in their sophomore year of high school. This course is a survey of fiction and non-fiction from various cultures and time periods. Students will analyze cultural norms and values through discussions, writing assignments, creative projects, and standard-based skill application. Vocabulary knowledge is expanded and strengthened through the practice of morphology, while grammar is reinforced through mentor-sentences and written application. ELA 10 is a Keystone course and students should understand they are preparing for this high-stakes assessment through their studies this year. Passing the Literature Keystone is currently a graduation requirement in the state of Pennsylvania. Summer reading is expected to be completed prior to the beginning of the school year.

Core Text: Prentice Hall: *Elements of Literature & Language Course 4* and various novels

Prerequisites/Conditions: For 10th graders who have successfully completed English Language Arts 9 or similar course.

Credit: 1.0

***Honors English Language Arts 10* 4200HR**

Honors English Language Arts 10 is for students in their sophomore year of high school. This course is a survey of fiction and non-fiction from various cultures and time periods. In comparison to on-level ELA 10, this course consists of more outside reading, challenging novels, literary criticism and a focus on higher-level analysis. Students will analyze cultural norms and values through discussions, writing assignments, creative projects, and standard-based skill application. Vocabulary knowledge is expanded and strengthened through the practice of morphology, while grammar is reinforced through mentor-sentences and written application. ELA 10 is a Keystone course and students should understand they are preparing for this high-stakes assessment through their studies this year. Passing the Literature Keystone is currently a graduation requirement in the state of Pennsylvania. Summer reading is expected to be completed prior to the beginning of the school year.

Core Text: Prentice Hall: *Elements of Literature & Language Course 4 and various novels*

Prerequisites/Conditions: Students who wish to enroll in this course must have a teacher's or administrator's recommendation and a minimum EOY grade of 85% in Honors English Language Arts 9, or 90% in English Language Arts 9.

Credit: 1.0

***English Language Arts 11* 4104YR**

This typically eleventh grade, year-long course is a chronological survey of United States literature from pre-Columbian America to the present-day United States. The course examines the development of American literature beginning with the oral tradition of Native American myths, legends, and folktales through the works of colonial America and the early Republic in fiction, poetry, drama, and nonfiction, as well as cultural movements such as realism, the Harlem Renaissance, Jazz Age, and modernism. Students are expected to complete summer reading prior to the beginning of the school year and will be assessed on the required reading within the first weeks of school. Throughout the year, the students will analyze various texts, including: *Collected Works of Edgar Allan Poe, The Catcher in the Rye, The Crucible, and The Great Gatsby*. Various project requirements and reading methodologies are integrated into the literature study. Various writing assignments will accompany the curriculum in this course and students will be required to complete a multi-step research project.

Core Text: Prentice Hall: *Elements of Literature & Language Course 5 and various novels*

Prerequisites/Conditions: For 11th graders who have successfully completed English Language Arts 10 or similar course.

Credit: 1.0

***Honors English Language Arts 11* 4104HR**

This typically eleventh grade, year-long course is an honors- level, chronological survey of United States literature from pre-Columbian America to present-day United States. Students are expected to complete summer reading prior to the beginning of the school year and will be assessed on the required reading within the first weeks of school. The course examines the development of American literature beginning with the oral tradition of Native American myths, legends, and folktales through the works of colonial America and the early Republic in fiction, poetry, drama, and nonfiction, as well as cultural movements such as realism, the Harlem Renaissance the Jazz Age, and modernism. The students will analyze various texts including: *The Scarlet Letter, Collected Works of Edgar Allan Poe, The Great Gatsby, The Catcher in the Rye, The Bluest Eye, Othello, and The Crucible*. Various project requirements and reading methodologies are integrated into the literature study. Various writing assignments will accompany the curriculum in this course and students will be required to complete a multi-step research project. This is a fast-paced course which requires self-directed, independent learners, with high- level critical thinking skills. Student expectations involve outside work, including an outside novel and a culminating project. Students are to expect an average of five hours of homework and reading per week. Students will also begin previewing concepts of the AP literature

AP English Language and Composition

4105AP

This yearlong Advanced Placement course requires students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. A key objective of the course is to cultivate awareness of interactions among a writer's purposes, reader expectations, and an author's propositional content, as well as the genre conventions and the resources of language that contribute to effectiveness in writing. Students will apply an emphasis on experiences with non-fiction texts to not only facilitate more informed citizenship, but also improve their ability to answer fundamental questions about the composition process. Students will also fine-tune their ability to gather source materials representing particular conversations, and then make their own reasonable and informed contributions to those conversations. Students are to expect an average of six hours of homework and reading per week. Students prepare and practice for the AP exam administered in May, and are expected to take the exam in lieu of a final exam. Preparation includes a program of study consisting of: extensive work due throughout the summer and at the start of the school year, mastery of AP key terminology, AP test practice, outside monthly reading, vocabulary mastery, participation and preparedness for daily class discussion, and research papers. Students who do not complete and turn in their summer skill work on the due dates will be removed from AP. Students will be expected/encouraged to attend AP exam prep meetings outside of class time.

Core Text: *TBD* and various novels

Prerequisites/Conditions: Students who wish to enroll in this course must have a teacher's or administrator's recommendation; a minimum EOY grade of 85% in Honors ELA 10 or a minimum EOY grade of 90% in on-level ELA 10.

Credit: 1.0

AP English Literature and Composition

4104 AP

Students enrolled in AP English Literature and Composition will experience learning similar to an undergraduate introduction to literature course. Through close reading of several challenging literary texts, students will explore how writers use language to create meaning and address universal human concerns and questions. The class will examine how literature is not only relevant to the historical time period in which it was produced but also how it is timeless. Students will build vocabulary, and in particular add a wide variety of literary terms to their repertoire. They will then be able to develop a critical eye in order to determine what qualities make great art and literature. Through the development of skills of literary analysis, students will examine language and syntax, figurative, language, imagery, selection of detail, diction, rhetoric, style, and structure. Writing in response to literature is the central component of the class. As a result, students will write a variety of essays, revise and refine their written work, and gauge their progress to enable them to reflect on their writing. Students are to expect an average of 5-6 hours of homework and reading per week. Students prepare and practice for the AP exam administered in May, and are expected to take the exam in lieu of a final exam. Preparation includes a program of study consisting of: extensive work due throughout the summer and at the start of the school year, mastery of AP key terminology, AP test practice, outside monthly reading, vocabulary mastery, participation and preparedness for daily class discussion, and research papers.

Students who do not complete and turn in their summer skill work on the due dates will be removed from AP. Students will be expected/encouraged to attend AP exam prep meetings outside of class time.

Core Text: *Norton Anthology of Literature and various novels*

Prerequisites/Conditions: Students who wish to enroll in this course must have a teacher's or administrator's recommendation; a minimum EOY grade of 80% in AP Lang, an 85% in Honors ELA 11, or a minimum EOY grade of 90% in on-level ELA 11.

Credit: 1.0

Mathematics 5000

Students who begin their high school career with Renaissance are required to successfully complete four years of mathematics courses. All courses outlined below can count toward meeting that requirement.

Algebra IA

5101AYR

Algebra IA is an introduction to, and exploration of, the concepts involved in algebra. Course goals are to provide a solid understanding of the fundamentals of algebra, and develop the algebraic skills necessary to enter advanced mathematics courses. Units of study include systems of real numbers, variables, solving multi-step equations, systems of equations and inequalities, and linear functions.

All students will take the Algebra I CDT to track progress towards mastering the standards taught during this course. Students who show exceptional progress will be recommended to take the Algebra I Keystone Exam during May of year 1 to determine if he or she can move on to geometry in place of Algebra IB.

Core Text: *enVision Common Core Algebra 1* Pearson © 2018

Prerequisites/Conditions: This course is for 9th graders who have not had a full year of algebra or who have not passed the Algebra I Keystone Exam. A scientific calculator is required, the TI-30X is recommended.

Credits: 1.0

Algebra IB

5102BYR

Algebra IB is an extension of Algebra IA which prepares a student for college-level mathematics. Topics include data analysis and probability, exponential, quadratic and rational functions, with emphasis placed on quadratic functions.

Core Text: *enVision Common Core Algebra 1* Pearson © 2018

Prerequisites/Conditions: This course is for 10th graders who have successfully completed Algebra IA as 9th graders, or those students who have not passed the Algebra I Keystone Exam. A scientific calculator is required, the TI-30X is recommended.

Credits: 1.0

Geometry

5200YR

This year-long course is a one-year introduction to the fundamental concepts of geometry. Course goals are to prepare students with a background in geometric properties and reasoning ability so they may succeed in Algebra II and other higher level classes. Units of study include coordinate geometry, right triangle trigonometry, measurement formulas, geometric proofs, and circles.

Core Text: *enVision Common Core Geometry* Pearson © 2018

Prerequisites/Conditions: This course is primarily for 9th – 10th grade students who have completed an algebra course. This course is intended for students who have successfully completed 8th grade Algebra I or high school Algebra IA and Algebra IB course may serve as a prerequisite. A scientific calculator is required, the TI-30X is recommended.

Credits: 1.0

Honors Geometry

5200HR

This year-long course is a one-year introduction to the fundamental concepts of geometry. Course goals are to prepare students with a background in geometric properties and reasoning ability to succeed in trigonometry. Units of study include coordinate geometry, right triangle trigonometry, measurement formulas, geometric proofs, and circles. Testing and assessment will be built on a series of levels from basic knowledge to application and higher order thinking as identified in Bloom's Taxonomy. The students will learn the material at a faster pace, application projects will be required, and students should expect 3 to 5 hours of homework each week.

Core Text: *enVision Common Core Geometry* © 2018

Prerequisites/Conditions: This course is primarily for 9th - 10th grade students who meet the following criteria: 85% or higher in Algebra I, and teacher or administrative recommendation. A scientific calculator is required, the TI-30X is recommended.

Credits: 1.0

Algebra II

5103YR

This year-long course is a one-year introduction to the fundamental concepts of advanced algebra. Course goals are to study logarithmic, polynomial, and other special functions as tools for modeling real-world situations. Units of study include linear and non-linear functions, matrices, quadratic equations, logarithms, and polynomials.

Core Text: *enVision Common Core Algebra 2* Pearson © 2018

Prerequisites/Conditions: This course is primarily for 9th – 11th grade students who have completed Algebra 1 and Geometry. **The TI-83+/84 graphing calculator is highly recommended.**

Credits: 1.0

Honors Algebra II

5103HR

This year-long course is a one-year introduction to the fundamental concepts of advanced algebra. Course goals are to study, logarithmic, polynomial and other special functions as tools for modeling real-world situations. Units of study include linear and non-linear functions, matrices, quadratic equations, logarithms, and polynomials. Testing and assessment will be built on a series of levels from basic knowledge to

application and higher order thinking as identified in Bloom's Taxonomy. The students will learn the material at a faster pace and students should expect 3 to 5 hours of homework each week.

Core Text: *enVision Common Core Algebra 2* Pearson © 2018

Prerequisites/Conditions: This course is primarily for 9th – 10th grade students who meet the following criteria: 85% or higher in Honors Geometry or 90% in Geometry, and teacher or administrative recommendation. **The TI-83+/84 graphing calculator is highly recommended.**

Credits: 1.0

Topics in Mathematics **5000YR**

This college-preparatory course provides an overview of mathematical topics that are useful in contemporary society. Designed for students who wish to increase their mathematical knowledge and skills, application-based problems are particularly emphasized. This course provides opportunities to incorporate the use of technology through its emphasis on applying functions to make predictions and to calculate outcomes. Topics include set theory, number theory, a review of algebraic concepts, personal finance, measurement, geometry, counting methods, probability theory, statistics, and logic.

Core Text: *Math For Your World*, Blitzer Prentice Hall © 2012

Prerequisites/Conditions: This course is intended for 11th - 12th grade students who have completed Algebra II or beyond.

Credit: 1.0

Pre-Calculus **5400YR**

This year-long course is an introduction to the fundamental concepts needed to proceed to calculus. Course goals are to review elementary functions, advanced properties of functions and complex numbers. The course covers linear, polynomial, rational, exponential, logarithmic, and trigonometric functions. It also includes sequences and series.

Core Text: *Precalculus 5th Edition*, Robert Blitzer

Prerequisites/Conditions: This course is intended for 10th – 12th grade students who have completed who have completed Algebra II. Students must score a proficient or higher on the Algebra II CDT to be placed in this course. **The TI-83+/84 graphing calculator is highly recommended.**

Credit: 1.0

Honors Pre-Calculus **5400HR**

Honors Pre-Calculus is an accelerated mathematics course covering topics in Pre-Calculus. The course covers linear, polynomial, rational, exponential, logarithmic, and trigonometric functions. It also includes polar graphing, vectors, parametric equations, and sequences and series.

Core Text: *Precalculus 5th Edition*, Robert Blitzer

Prerequisites/Conditions: This course is intended for 10th – 12th grade students who have earned 85% or higher in Honors Algebra II or 90% or higher in Algebra II students also need to score an Advanced on their Algebra II CDT. Teacher and administrative approval are required. **The TI-83+/84 graphing calculator is highly recommended.**

Credit: 1.0

Calculus **5401YR**

This course is a review of Pre-Calculus and the beginning of a course in Calculus. It is not meant to replace College Calculus (as is AP Calculus). Pre-Calculus topics include functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, and a review of trigonometry. Topics in differential calculus include limits, derivatives, and applications of differentiation. An introduction to integral calculus is also included.

Core Text: *Brooks/Cole Calculus I with Precalculus* 3rd Edition, Larson, Edwards and Falvo ©2012

Prerequisites/Conditions: This course is intended for 11th – 12th grade students who have successfully completed Pre-Calculus. **The TI-83+/84 graphing calculator is highly recommended.**

Credit: 1.0

AP Calculus (AB)

5401AP

This course is equivalent to the first semester in undergraduate Calculus. The course covers limits and continuity, derivatives and applications of differentiation, and integration and applications of the definite integral.

Core Text: *Calculus – Graphical, Numerical, Algebraic*, 3rd edition, Finney et. al. Pearson, Prentice Hall, © 2010

Prerequisites/Conditions: This course is intended for 11th – 12th grade students who have earned an 85% or higher in Honors Pre-Calculus or 90% or higher in Pre-Calculus and have scored Advanced on the appropriate Keystone Exam(s). Teacher and administrative approval are required. **The TI-83+/84 graphing calculator is required. Students in this course are expected to take the AP Calculus Exam.**

Credit: 1.0

Elementary Statistics

5300YR

This course provides an introduction to methods of statistics. Topics include descriptive statistics, probability, random variables, binomial probability distributions, normal probability distributions, estimation, hypothesis testing, two-sample inferences, correlation, simple linear regression, and some nonparametric statistics.

Core Text: *Elementary Statistics: Picturing the World*, 4th Ed. Larson and Farber Prentice Hall © 2009

Prerequisites/Conditions: This course is intended for 12th graders or transfer students in 11th grade who have completed Algebra II or beyond. **The TI-83+/84 graphing calculator is highly recommended.**

Credit: 1.0

AP Statistics

5300AP

This course is the high school equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance phenomena. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI-83/84/89 graphing calculator, statistical software output, and Web-based java applets to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data. As an AP course, students should expect to complete at least 3 hours of homework every week as well as short-term or long-term outside of class projects each trimester. .

Core Text: *The Practice of Statistics: TI-83/84/89 Graphing Calculator Enhanced*, 6th Edition, by Yates, Moore, and Starnes, W.H. Freeman and Company. © 2018

Prerequisites/Conditions: This course is intended for 11th – 12th grade students who have completed Pre-Calculus with an 85% or higher, and complete and score an 85% or higher on a summer assignment by the designated due date. Teacher and administrative approval are required. **The TI-83+/84/89 graphing calculator is required. Students in this course are expected to take the AP Statistics Exam.**

Credit: 1.0

Science 7000

Students who begin their high school career with Renaissance are required to successfully complete four years of science courses. All courses outlined below can count toward meeting that requirement.

General Science

7017YR

This college-prep, lab-science course focuses on giving students knowledge of chemistry, physics, and environmental studies. The course will cover motion, force, energy and the classification of matter. In addition students will be introduced to environmental concerns and how they impact the individual and the world around them. It will provide a foundation for future collegiate science courses. Students will use experimental problem solving skills as they explore this course.

Prerequisites/Conditions: This course is primarily for 9th graders and is meant to be the first course in the high school science sequence.

Credit: 1.0

Biology

7003YR

Biology is year-long course designed to instill an understanding of scientific knowledge, to build a student's biological literacy, and to apply knowledge to concepts learned in decision making situations. It is designed to give students a basic view of their biological environment, to provide an understanding of the relationships between the living and non-living and to provide a general overview of cell structure, heredity and genetics, evolution, and Ecology. Testing and assessment will be built on a series of levels from basic knowledge to application and higher order thinking as identified in Bloom's Taxonomy. Students will learn biology by "doing" and construct meaning from their experiences. The laboratory program consists of quantitative experiments that stress experimental design, data collection, and graphical analysis.

Core Text: *Glencoe Biology*, McGraw-Hill Education © 2017

Prerequisites/Conditions: This course is primarily for 10th graders and is meant to be the second course in the high school science sequence. One year of successful completion of a general science course is required.

Credit: 1.0

Honors Biology

7003HR

This year-long course is designed to instill an understanding of scientific knowledge, to build a student's biological literacy and to apply knowledge to concepts learned in decision making situations. Testing and assessment will be built on a series of levels from basic knowledge to application and higher order thinking as identified in Bloom's Taxonomy. This course is primarily for advanced 9th and 10th graders. Topics include: Chemistry of Life, Cells, Heredity, Molecular Genetics, Evolutionary Biology, Diversity of Organisms, Structure and Function of Plants and Animals, and Ecology. Students will be expected to do advanced coursework, completion of an independent scientific investigation and presentation, formal laboratory assignments and reports, as well as additional outside readings. Laboratory studies are closely aligned to each area of Advanced Placement Biology without the Advanced Placement Test requirement. To be successful in this course, students will need to have a strong background in mathematics, critical thinking skills, study skills, and a commitment to self-motivation and work ethic. This is a rigorous course for the student with possible interest in a science future.

Core Text: *Glencoe Biology*, McGraw-Hill Education © 2017

Prerequisites/Conditions: Requires completion of one-year credit in general science, or 8th grade science with a grade of 90% or higher and have at least a RIT score of 222 or higher on the Winter science MAP test. Teacher and administration recommendation to register for this course is required.

Credits: 1.0

AP Biology**7003AP**

The course is designed to be the equivalent of a college level introductory biology course, taken by a college freshman enrolled in a science based major. It provides advanced studies with the intent of preparing for the College Board AP Biology Exam. The subject matter focuses on an in depth understanding of molecular and cellular functioning, the role of heredity and evolution on speciation and population dynamics, as well as the interdependent ecological relationships of abiotic and biotic factors.

Core Text: *Biology*: by Raven et. al, 9th Ed. McGraw Hill © 2009.

Prerequisites/Conditions: Students must have earned an 85% or higher in Honors Biology & HoChemistry or a 90% in Biology & Chemistry. Teacher and administration recommendation to register for this course is required.

Credits: 1.0

Chemistry**7002YR**

This course emphasizes a study of basic scientific principles through experimentation. The understanding of scientific principles is fortified through discussion and problem solving. A solid mathematical background is essential for success. This course is designed to enable the student to study further in the field of science. Sample units of study include measurement, atomic theory, electronic structure, nomenclature, chemical calculations, reactions, bonding, thermodynamics, kinetics, and equilibrium.

Core Text: *Modern Chemistry*, Holt, Rinehart and Winston, © 2009

Credit: 1.0

Honors Chemistry**7002HR**

This course is designed for high achieving academic students. All topics included in Chemistry are covered. Additional units in physical chemistry and/or organic chemistry are included. This course prepares students for the rigor of college-level chemistry and Advanced Placement Chemistry.

Core Text: *Chemistry*, Prentice Hall © 2010.

Prerequisites/Conditions: 85% or higher in previous honors science class, or 90% in an on-level science and they must have successfully completed Algebra II in order to qualify for this class. Teacher and administration recommendation is required.

Credit: 1.0

AP Chemistry**7002AP**

This course is designed to be the equivalent of the general chemistry course usually taken during the first post-secondary year. The course provides advanced studies with the intent of preparing for the College Board AP Exam. The subject matter attains a depth of understanding of fundamentals and competence in dealing with chemical problems in accordance with a suggested course outline provided by the College Board; including structure and states of matter, reactions, descriptive chemistry, and chemical calculation.

Core Text: *Chemistry: The Central Science* by Brown, LeMay, and Bursten, 11th Ed. Pearson © 2009.

Prerequisites/Conditions: Students must have earned an 85% or higher in Honors Chemistry and Honors Biology or a 90% in Chemistry and Biology. It is recommended that students have successfully completed or concurrently scheduled courses in Physics and Calculus, but not a requirement. Teacher and administration recommendation is required.

Credits: 1.

Physics **7007YR**

This course covers a broad range of topics in physics including, but not restricted to, kinematics, dynamics, work and energy, waves, simple harmonic motion, optics. Laboratory experiences are used to introduce and reinforce basic physics concepts and the application of physics formulas and concepts to real-world examples. There is an emphasis on mathematical rigor.

Core Text: *Physics Fundamentals* by Vincent P. Coletta

Prerequisites/Conditions: Students must successfully complete Algebra II or be scheduled in this course concurrently with Physics.

Credits: 1.0

Honors Physics **7007HR**

This course covers a broad range of topics in physics including, but not restricted to, kinematics, dynamics, work and energy, waves, simple harmonic motion, optics, electric fields and electric circuits. Laboratory experiences are used to introduce and reinforce basic physics concepts, centering on engineering projects and application of physics formulas and concepts to real-world examples. There is an emphasis on mathematical rigor.

Core Text: *Physics* by Giancoli, 6th Ed. Pearson © 2009.

Prerequisites/Conditions: Students must have earned an 85% or higher in their previous honors math (preferably Pre-calculus) class and science class or a 90% in their on-level courses. If Pre-calculus has not been taken, it must be scheduled concurrently. Teacher and administration recommendation is required.

Credits: 1.0

Human Anatomy & Physiology **7019YR**

This course is a year-long course in Human Anatomy and Physiology. This course is primarily for 11th and 12th graders interested in the medical field. Students will gain a basic working understanding of the human body as well as its systems. Students will begin with an orientation to human body chemistry, then they will take a deeper look at cells and tissues, the skin and body membranes, the skeletal, muscular, and nervous systems. Students will then study senses, blood, and the endocrine, cardiovascular, and lymphatic systems. Students will finish the course by learning about the respiratory, digestive, urinary and reproductive organ systems. Students will conduct labs, simulations, as well as presentations. Lab work will be a major component of this course. All students must be willing participants in hands-on dissections performed in small groups in order to succeed.

Core Text: *Essentials of Human Anatomy and Physiology* Elaine N. Marieb published by Pearson

Prerequisites/Conditions: This course is primarily for 11th and 12th graders and is meant to offer an opportunity for students interested in careers in the medical field; students must have successfully passed Biology and Health.

Credits: 1.0

World Language 8000

Renaissance Academy students are required to complete three credits of a world language prior to graduation. All of the courses outlined below, if successfully completed, would count toward that requirement. World Language courses are taken in consecutive years to ensure continuity of learning.

Spanish I

8101YR

This introductory course is organized around communication in Spanish. Students build vocabulary and use simple phrases to communicate in a variety of everyday contexts. Students develop skills in listening, reading, writing and speaking. The focus is on using language as a tool for oral and written communication. The second trimester of this course is a continuation of Introduction to Spanish I. Students build their conversational vocabularies and apply knowledge of grammar, syntax, and usage norms in oral and written work. Students will also learn and compare the different cultures throughout the Spanish speaking countries with those of the United States.

Core Text: Avancemos 1

Prerequisites/Conditions: None

Credits: 1.0

Spanish II

8102YR

This year-long course builds upon students' foundation and their increased knowledge of Spanish and its functions to communicate in more complex contexts and with greater fluency. Activities at this level include using Spanish sources to research information, working in groups to create original dialogues, storytelling, and sharing opinions using a variety of grammatical forms. Students demonstrate knowledge of the language by creating multimedia presentations and continuing the development of Spanish as a tool for communication. Students will also learn and compare the different cultures throughout the Spanish speaking countries with those of the United States.

Core Text: Avancemos 2

Prerequisites/Condition: Successful completion of Spanish I, or teacher recommendation upon successfully completing Spanish in middle school.

Credits: 1.0

Spanish III

8103YR

This year-long course centers on the enhancement of communication skills and grammar for real-world Spanish language experiences. Vocabulary development, oral demonstrations, and class discussions on current events and topics support students on becoming independent Spanish speakers. Students participate in unit projects that require research and the application their Spanish language skills so that they can further explore the Spanish-speaking world.

Core Text: Avancemos 3

Prerequisites/Conditions: Successful completion of Spanish II in the preceding year or permission of the instructor.

Credits: 1.0

Spanish IV**8104YR**

This year-long course is designed to further develop proficiency in all four language skills: listening, speaking, reading, and writing. Students should expect to immerse themselves in the language, speaking and responding to direction in Spanish. Spanish IV continues to work with grammar and vocabulary learned in previous levels and going more in depth with more complex grammar structures and vocabulary driven through literature. Various literary and cultural elements of Hispanic countries are examined as students evaluate written works, such as short stories, and make connections through discussion and writing in Spanish.

Core Text: *Avancemos 3*, and supplemental materials

Prerequisites/Conditions: Successful completion of Spanish III in the preceding year.

***For those electing to take Spanish IV, you must successfully complete Spanish III with a 75% or higher.

Credits: 1.0

Fine Arts

Renaissance students are required to complete three Fine Arts classes prior to graduation. The third Fine Arts class can be waived through successful completion of a college elective. Any of the courses outlined below—if successfully complete—would count toward that requirement.

~~~~~**Music**~~~~~

***Instrumental/ Band* 1111SX**

This course is a performance based instrumental music ensemble. Students must have previous experience in band and be able to perform and read music at a proficient level. While performing as a unified ensemble, students will enhance their literacy skills in music notation and learn the fundamentals of music theory, musical concepts, and music history, as well as develop technical expertise on their instrument. Using the performance repertoire as a basis of study, students work toward scheduled after-school performances which serve as assessments for midterm and final grades. Additional grades are based on individual/group performance assessments and written assignments.

Prerequisites/Conditions: N/A.

Credit: .5

***Concert Choir* 1121SX**

This course is a performance based class that teaches students to sing as an ensemble and develop their individual voices as musical instruments. In addition to learning how to sing under the direction of a conductor, students will enhance their skills in breathing, phrasing, pitch, harmony, sight reading, music theory, history, and notation. Students will study music from various cultures, languages, and styles, and will endeavor to perform these pieces in the most authentic way possible. The Concert Choir performs at the winter and spring concerts, malls, senior centers, and other community venues.. Students will have opportunity to pursue solo singing.

Prerequisites/Conditions: Students must perform in the winter and spring concerts for their mid-term and final exams.

Credit: .5

***Introduction to Guitar* 1131SX**

Intro to Guitar is a performance based class. Students who take this course will learn to play the folk guitar. By the end of this course, students will be able to tune the guitar, perform several basic chord progressions, rhythm guitar techniques/patterns, finger-picking techniques, and lead guitar melodies. Students will learn to read from a variety of sources including tablature, chords, treble and bass clef. Musical selections will include songs from many genres and styles (i.e. blues, jazz, rock, pop, classic). Students will be given the opportunity to write and record original compositions.

Prerequisites/Conditions: N/A.

Credit: .5

***Intermediate Guitar* 1132SX**

In this course, students will build upon the skills learned in Introduction to Guitar. Students will perform four chord progressions in multiple keys, suspended chords, barre chords, 12 bar blues, advanced pinch patterns, the Travis pick, power chords, drop D tuning, blues rock bass, how to string a guitar, and basic composition.

Prerequisites/Conditions: must successfully complete Introduction to Guitar, or pass proficiency test.

Credit: .5

~~~~~ **Visual Arts** ~~~~~

***Ceramics***

**1204SX**

This course incorporates the elements and principles of design to create functional and non-functional ceramic pieces. Three dimensional forms are produced which stress technical skills, presentation and individuality. Students learn both basic and advanced ceramicist skills including respect for tools and equipment as well as clean-up. Parallels to art history and contemporary ceramics will be emphasized when appropriate. Be prepared to work and get messy! Worried about getting your nails dirty...this isn't the course for you!

**Requirements:** \$20 studio fee and a spiral sketchbook

**Credit:** .5

***Art***

**1201SX**

This course explores in-depth two dimensional design and the use of multiple media spanning realism to abstraction. Elements and principles of design are emphasized as the technical skills of handling the media are developed. Students will be able to use various drawing mediums such as colored pencils, paints, printmaking, and charcoal. Students learn of the masters of each medium and techniques to interpret and critique. In addition, students who want to develop a personal style or contribute to their art college portfolio will benefit from this course.

**Requirements:** \$20 studio fee and a spiral sketchbook

**Credit:** .5

***AP Studio Art***

**1220AP**

AP Studio Art is geared toward a serious art student who intends on pursuing a career in an art related field such as, but not limited to, graphic design, illustration, art education, etc. Students will be required to submit their portfolios at the end the school year for the AP Studio Art Exam. There are three sections to the exam: concentration(12 pieces), breath(12 pieces), and quality(5 pieces). This is an intense course which will require work outside of the classroom as well as during class time. A list of assignments will be given at the end of your junior year to be completed over the summer. Please speak with the AP teacher for more info and details.

**Requirements:** This course is open to 12<sup>th</sup> grade students with instructor and administrative approval only; a sketchbook and an 18" X 24" portfolio or larger that must be purchased to store artwork upon enrollment.

**Credit:** 1.0

***Art Portfolio***

**1220SX**

The Portfolio Preparation course is an advanced art course designed for students who are interested in building a portfolio for admission to an art program or art college. Students who wish to be considered must be committed to working on an assignment during class as well as one at home. Projects will be mostly self driven so students must be mature, talented/creative, and be able to manage time well. Students will need to work outside the classroom, maintain a sketchbook and take part in group and individual critiques.

**Requirements:** This course is open to 11<sup>th</sup> and 12<sup>th</sup> grade students with instructor and administrative approval only; a sketchbook and an 18" X 24" portfolio or larger that must be purchased to store artwork upon enrollment. **Credit:** .5

***Design & Illustration***

**1205SX**

This course is designed to introduce students to the world of graphic design and illustration. The graphic design portion of the course focuses on assignments similar to those that a graphic designer would do in the real world such as typography, book design, poster design, and logo design. Projects will be completed on the computer using Adobe Photoshop, Adobe Illustrator and Indesign. Students will also integrate hand drawn

illustrations with computer generated imagery and text. This class is geared toward students who have a high interest in art and design who are looking to explore and to learn about the professional job market of a graphic designer and illustrator.

**Requirements:** Sketchbook

**Credits:** .5

**Digital Photography 1206SX**

Digital Photography is a course in which students get to experience visual media. This course will focus on photo composition and utilizing Adobe Photoshop to enhance and edit photos. Photoshop will also be utilized to modify and add creativity to photography projects. Students will be expected to take photographs outside of class.

**Requirements:** Digital camera, SD card

**Credit:** .5

~~~~~ **Performing Arts** ~~~~~

Acting and Performance L134SX

This course is intended for those students who have a strong passion for acting will study the craft at an intermediate to advanced level by delving into the emotional process of performance. The class focuses on the development of authentic acting through the utilization of acting scenes, monologues, and character development exercises. A collegiate level acting rubric will be used for evaluation. Students are given an abundance of performance opportunities that will allow them to grow as actors and human beings.

Prerequisites/Conditions: N/A.

Credit: .5

Film 1309SX

Students will view and critique films from the 1920s to the present, beginning with Charlie Chaplin and the Silent Film Era. Chronologically, students will examine the elements of plot, character, and theme within a diverse variety of film genres. Students will be given plentiful opportunities to present their creative and analytical film critiques in both written and oral form.

Prerequisites/Conditions: N/A.

Credits: .5

~~~~~ **Fitness and Health** ~~~~~

*Students are required to complete 1.5 credits of fitness and .5 credits of health prior to graduation. Any of the courses outlined below, if successfully completed, would count toward that requirement.*

**Physical Education 2101SX**

This course is designed to give students the necessary skills needed to live an active and healthy lifestyle. They will learn the fundamental skills and knowledge of a variety of sports and games. Students will learn about muscular anatomy while working towards improving their levels of fitness, by working on the following components, on a daily basis; cardio, strength, and flexibility. These skills will help promote life-long fitness. The units for this course will consist of: soccer, football, Frisbee, volleyball, badminton, basketball, hockey, wiffle ball and many others. Students will participate in fitness testing twice a year. This testing will inform them of their personal fitness levels which will guide them to set personal fitness goals.

**Requirements:** sneakers/physical education uniforms

**Prerequisites/Conditions:** N/A

**Credits:** .5

### ***Life Fitness***

### **2103SX**

This course is designed to teach students the fundamentals of fitness for life. The course is part lecture and part physical activity. Students will learn to evaluate their own fitness levels, design personalized workouts, and understand the benefits and techniques of weight training. Students who complete this course leave with requisite knowledge and skills needed for maintaining a healthy and active lifestyle.

**Requirements:** sneakers/physical education uniforms

**Prerequisites/Conditions:** N/A

**Credits:** .5

### ***Health***

### **2201SX**

The course explores the topics in health for today's teenagers. Topics of study include tobacco, alcohol, and other drugs as well as sexually transmitted diseases, childbirth and pregnancy. Physical and social health is covered as well as first aid/CPR, body systems, nutrition and disabilities.

**Core Text:** *Health* Glencoe

**Prerequisites/Conditions:** Required course for all 10th grade students or transfer students without a health credit.

**Credits:** .5

### ***Dance Technique & Composition***

### **1312SX**

This course allows students to explore a variety of dance topics. In addition to dance technique, students will study dance composition, dance history, and dance as a profession. Written work will be a big component of this course. Students will perform both choreography from the instructor and their own choreography throughout the school year. Students will also participate in a large dance history project. Lastly, students will have the opportunity to investigate various dance professions, from a dance teacher to a physical therapist and everything in between! There will be after school requirements for this class such as the Spring Dance Concert in the early spring, which will count as a major grade for HS students.

**Prerequisites/Conditions:** sneakers/physical education uniforms

**Credits:** .5

### ***Zumba/Yoga***

### **1306SX**

ZUMBA is a fusion of Latin and International music - dance themes that create a dynamic, exciting, effective fitness system! The routines feature aerobic/fitness interval training with a combination of fast and slow rhythms that tone and sculpt the body. Zumba utilizes the principles of fitness interval training and resistance training to maximize caloric output, fat burning and total body toning. It is a mixture of body sculpting movements with easy to follow dance steps. Along with having fun and working out, the class will complete a full health and fitness portfolio by the end of the year!

YOGA is a spiritual discipline bringing harmony between mind and body with different exercises and poses. Students will be doing a variety of exercises each day in the second trimester and assessed on improvements in their technique, flexibility, and core strength. The course focuses on core strength and relaxation techniques. Bare feet and uniform PE bottoms are required for this course.

**Prerequisites/Conditions:** sneakers/physical education uniforms

**Credits:** .5



~~~~~**Practical Arts**~~~~~

Computer Science Principles

1401SX

Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. The curriculum is developed by Code.org and adapted by RA to also incorporate an in-depth exposure to Google Apps (Docs, Sheets, Slides, Sites, etc.)

Prerequisites: Offered for 9th & 10th grade only

Business & Personal Finance

1402SX

Students will gain an understanding of basic business principles and an understanding of human, cultural, economic and societal issues related to business, technology, and ethical behavior. This class will empower students to be leaders in their school community and become safe, responsible, and savvy digital citizens in our fast paced world. Students will learn what it means to be ethical in business, how a business can demonstrate ethical business practices, and the long-term effect that ethical behavior has on business. In addition, students will delve into basic principles of personal finance including the use of an online game which will provide students with real world practice in the skills necessary to navigate personal finances after high school and college.

Prerequisites: N/A

AP Computer Science Principles

10019AP

AP Computer Science Principles is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing.

Prerequisites: Offered to 11th & 12th grade students only. Successful completion of Algebra I; teacher and/or administrative recommendation.

Dual Credit Courses

Renaissance Academy will be partnering with Immaculata University as well as Widener University to offer several options for dual credit elective courses. These classes are contingent upon student interest and scheduling parameters from both the colleges and RA so you will need to have more than one choice to fulfill your elective requirements.

PSY 101

Foundations in Psychology

PSY1AP

Introductory examination of the fundamental concepts of psychology with particular emphasis on the description of normal human behavior, the methodology by which it is studied, and the factors influencing its modification.

Core Text: Will be provided by the instructor and will need to be purchased by the student.

Prerequisites/Conditions: This class is intended for seniors who have an 80% or higher in their previous social science course, missed no more than 10% of eligible school days for the preceding semester, and are in good academic standing. Renaissance administrative approval is required to register for this course.

Credit: .5 HS credit/ 3 college credits

SOC 217

Criminal Justice

CRI1DE

A broad overview of the operations of the administration of justice and a description of the criminal justice system from arrest to parole, examining the issue of crime and focusing on the specific agencies and actors who constitute the system of criminal justice - police, courts, and correctional agencies.

Core Text: Will be provided by the instructor and will need to be purchased by the student.

Prerequisites/Conditions: This class is intended for seniors who have an 80% or higher in their previous social science course, missed no more than 10% of eligible school days for the preceding semester, and are in good academic standing. Renaissance administrative approval is required to register for this course.

Credit: .5 HS credit/ 3 college credits



RA Course Requirement Checklist

| Course | Freshman | Sophomore | Junior | Senior |
|---------------------------|----------|-----------|--------|--------|
| ELA (4) | | | | |
| Mathematics (4) | | | | |
| Science (4) | | | | |
| Social Science (4) | | | | |
| World Language (3) | | | | |
| Health (.5) | | | | |
| PE (1.5) | | | | |
| Fine Arts (1.5) | | | | |
| Commencement Project (.5) | | | | |
| Electives | | | | |
| # of credits | | | | |

***Minimum # of credits required to graduate - 23**

