



**2020-2021
Course
Description
Catalog**

Grades 9th – 12th



Our high schools are accredited by the
North Central Association



Approved by NCAA

Dear Students and Parents,

Skyline Education has a proud 20-year tradition of offering an outstanding program of academic courses, athletic programs, and fine arts. Our mission of providing a high-quality college preparatory education that bolsters character development through academics, arts, and athletics, leads us to seek offerings that will best prepare students for life after high school. This course book provides a brief description of every course, the sequence of those courses, and related policies.

Skyline's academic curriculum and school culture promote:

- A **results-focused education** with a clear end in mind that begins in Kindergarten and builds to mastery of the knowledge and skills that colleges and employers' value.
- **Clear and consistent goals** with an emphasis on real-world application of knowledge and skills.
- **Relevant content** that increases ability to effectively use critical thinking and problem-solving skills to communicate, collaborate, and adapt to new situations in either college or in the workplace.
- A sound, rigorous, **evidence-based preparation** for success in college and/or career.

Course selection plays an integral role in a student's future options. In high school, staff will support all students as they design a four-year, goal-oriented plan that will support their successes for many years to come. We want every student to be prepared for the future. This preparation begins by making informed choices regarding the classes to pursue in high school. Our academic deans are highly skilled and dedicated to helping each student reach his or her goals.

It is critical for both students and parents to be involved in the course selection process and work closely with their assigned academic dean to make the appropriate selection necessary to meet his or her goals. Please feel free to reach out to the principal, academic dean and teachers for assistance and with any questions you may have.

Faculty and staff at Skyline Education are here to support every student to achieve their lifelong pursuits. Remember that your involvement and partnership in this process is essential for success. We are here to support your journey!

Sincerely,



Ronda Owens, M. Ed.
CEO & Chairman of the Board, Skyline Education, Inc.



Our Mission

The mission of Skyline Education is to provide each student and family within the Skyline network of schools with high quality college preparatory educational programs and services designed to stimulate life-long learning while developing character through academics, athletics and the arts.

Our Vision

To encourage academics, arts and athletics to all students.

Our Philosophy

Skyline Education, Inc was founded on the premise that all students can be successful in higher education. Student mastery will be achieved through scientifically based and content rich curriculum that imparts core knowledge and essential learning skills. In order to achieve academic excellence, our program must also have a specific focus on character development through academics, athletics, and the arts. Combining the constant focus on character development and academic excellence will lead our students to be prepared for the challenges that lie ahead in education and in life.

Our Foundation

United by a common vision and mission, Skyline promotes a commitment to excellence in education and life. We develop character strengths that are used to improve the lives of our students, their families and the community in which they live. It begins with a foundation of strong character strengths that establish our core values. These six-character traits are the values we instill in all our students, staff and families.

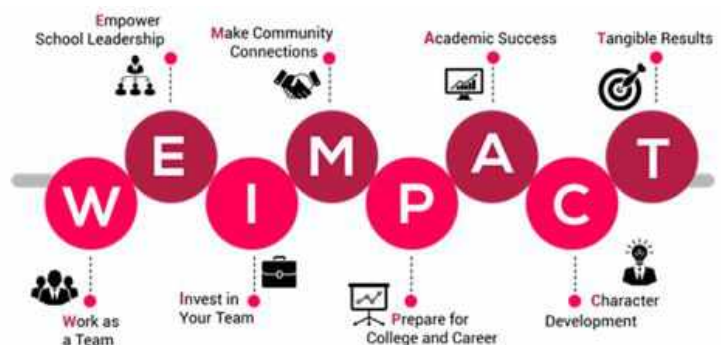


High Expectations as an Individual

Having core values is just the beginning of the journey. Developing these core values and character strengths are the foundation for which we believe success can be achieved. Development of character strength include students, teachers, parents and leadership. To lead others, you must learn to lead from within. **U.L.E.A.D** is the foundation by which we individually strive to achieve success.

Producing Results as a Team

Establishing personal core values and leading oneself is the beginning to having a great impact within a team. A team is built from strong individual contribution, support and commitment. As a team, **W.E. I.M.P.A.C.T** our school, our community and beyond. We empower one another to make change and produce results as a team.



School Contact Information

South Phoenix Campus

Grades	School	Administration
K-4	South Phoenix Prep and Arts Academy 7450 S. 40 th Street Phoenix, AZ 85042 Phone: (877) 225-2118; Fax: (877) 821-5462	Tasha Gant, M.Ed., Principal
5-8	South Valley Prep and Arts Academy 7470 S. 40 th Street Phoenix, AZ 85042 Phone: (877) 225-2118; Fax: (877) 821-5462	Tasha Gant, M.Ed., Principal
9-12	Skyline Prep and Arts Academy 7500 S. 40 th Street Phoenix, AZ 85042 Phone: 1 (877) 225-2118; Fax: 1 (877) 821-5462	Tasha Gant, M.Ed., Principal

Chandler Campus

Grades	School	Administration
K-6	Vector Prep and Arts Academy 2020 N. Arizona Ave. Suite 5 Chandler, AZ 85225 Phone: (877) 225-2118; Fax: (877) 821-5462	Rachael Lay, M.Ed., Principal
7-12	AZ Compass Prep School 2020 N. Arizona Ave. Suite 206 Chandler, AZ 85225 Phone: 1 (877) 225-2118; Fax: 1 (877) 821-5462	Rachael Lay, M.Ed., Principal

Gila River Campus

Grades	School	Administration
5-12	Skyline Gila River 255 E. Riggs Rd. Chandler, AZ. 85249 Phone: (480) 403-8580; Fax: (520) 315-3233	Vaughn Flannigan, Principal

Preschools

Grades	School	Administration
Ages 3-5	Chandler Preschool 2020 N. Arizona Ave. Suite 5 Chandler, AZ 85225 Phone: (877) 225-2118; Fax: (877) 821-5462	Natasha Gillen, Director
Ages 3-5	South Phoenix Preschool 7470 S. 40 th Street Phoenix, AZ 85042 Phone: (877) 225-2118; Fax: (877) 821-5462	Jewel White, Director

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Course Catalog Description

This course description catalog is a comprehensive list of courses available in the Skyline Education system.

- ✓ *Course offerings may vary from campus to campus based upon available facilities, highly qualified staff, and adequate student enrollment.*
- ✓ *Additional courses may be added throughout the year to meet the needs of the students.*
- ✓ *Courses taken in Middle School for High School credit will be evaluated for credit towards graduation requirements.*
- ✓ All Skyline High Schools are accredited through **Advance ED** (formerly North Central Accreditation) and **NCAA** (National Collegiate Athletic Association)

Annual Public Notification of Nondiscrimination:

Skyline Education schools do not discriminate based on race, color, national origin, sex, age, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. Skyline Career and Technical Education Department does not discriminate in enrollment or access to any of the available programs. The limitation of English language skills shall not be a barrier to admission or participation in school activities and programs. Skyline also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinators at the schools or email Swen Anderson at sanderson@skylineschools.com.

High School Enrollment

Enrollment

To enroll call **1(877)225-2118**, visit in person or go to www.skylineschools.com select your school of choice. Online enrollment is the fastest way to enroll your student. Go online, choose your school and enroll. You can also download an enrollment packet for the desired school, fill out and return to the appropriate school.

Online enrollment, enrollment packets, school information and locations or each school website are all available online at <http://www.skylineschools.com/>

Grading

Multiple assessment structures are needed to gain an accurate picture of student readiness and mastery.

Graded tasks may include but are not limited to the following:

1. Summative Assessments
2. Alternative Assessments
3. Long term Projects
4. Labs
5. Daily Activities

Students attending Skyline Education schools will be assessed using the following grading scales:

Grading Scale	GPA
90-100 = A	A = 4.0
80-89 = B	B = 3.0
70-79 = C	C = 2.0
60-69 = D	D = 1.0
0-59 = F	F = No credit

Courses that have weighted grades are indicated in the description of the course.

Weighted grades are assigned to classes that are significantly more rigorous and provide students with multiple opportunities to take greater ownership of their learning. Grades lower than a “C” are not weighted.

**Please be aware that Arizona Universities and many others will unweight these grades.*

**** Weighted courses taken in another district must correlate with the Skyline Education’s weighted courses for weighted credit to be awarded.**

Incomplete

Students who receive a grade of Incomplete must complete the necessary make-up work in a timely fashion according to each teacher's guidelines before a letter grade will be assigned.

An Incomplete grade signifies that a portion of the required course work has not been completed and evaluated in the prescribed timeframe due to unforeseen, but fully justified reasons and that there is still a possibility of earning credit.

It is the responsibility of the student to reach an agreement with the teacher on the means by which the remaining course requirements will be satisfied.

A final grade is assigned when the work agreed upon has been completed and evaluated.

When assigning a grade of Incomplete (“I”), the instructor shall:

- Complete *the Statement of Requirements for Completion of Course Work* (see Appendix D)
- Retain a signed copy for his/her records
- File a signed copy with the department for future reference
- Provide a signed copy to the student and parent.

When specific requirements are completed, the instructor will report a change of grade.

If the requirements are not met in the timeframe set by the teacher or before report cards are issued for the following grade period, the "I" becomes an "F" or no credit.

Canyon Athletic Association

Skyline Education's network of schools currently participates in the CAA.

Extracurricular Eligibility for programs outside of the CAA, such as the "AZ Compass National Basketball Team" are through tryouts only. Please contact Zyzick Owens at zyzick@skylineschools.com for tryout schedules.

There is an activity participation fee for each interscholastic activity or sport as established in school policy.

Eligibility for participation in these sanctioned extracurricular activities, a student must pass all courses with a "C" or better, the quarter prior to participation. This includes 9th graders.

Students that are ineligible to play, may apply for eligibility reinstatement at three (3) week intervals.

The student must be passing all current classes to be considered for reinstatement.

Academic Eligibility

Skyline Education's network of schools currently participate in the CAA (Charter Athletic Association).
Per CAA Constitution.

4.4 Eligibility of players

4.4.1 Each school must maintain and enforce an academic eligibility policy with a minimum of all passing academic grades (No F's).

4.4.1.1 If a player that is not academically eligible participates in a CAA game/contest, that game/contest is declared a forfeit.

4.4.2 Players must take no less than 51 percent of their schooling through the school's curriculum.

4.4.2.1 Students must be enrolled in 3 core curriculum classes at their school in order to be considered eligible for that school.

4.4.2.2 In a student's last year of high school, they are only required to take as many classes as necessary to complete their graduation requirements in order to be considered eligible.

4.4.3 Students transferring into a school after the official start date of a season (First official day of practice) must sit out that season unless they did not play that particular sport the year before. With the exception of students who change address or domicile to a location closer to the school the student is transferring to. This includes junior high and high school.

4.4.4 High school students cannot be 19 or before September 1st

4.4.4.1 Limit of 4 years of High School eligibility from 9th-12th grade per sport. (2017)

4.4.4.2 Student athletes 6th grade or below may not play on varsity level teams.

4.4.4.3 Junior Varsity athletes can be in grades 7th – 11th only.

4.4.5 Junior high students cannot be 15 or before September 1st.

4.4.6 Players must be in eighth grade or below to play junior high sports. The individual school is responsible for determining the accurate grade level of the student based on their standards.

4.4.7 The grade level of a home school student, due to the unique structure of their curriculum, shall be of no consequence and age will be the sole determining factor.

4.4.7.1 Once a student has met the State of Arizona requirements for graduation or any other states, they lose eligibility to continue to compete in the CAA, even if they still meet age requirement.

4.4.8 Once a 7th or 8th grade student has played in 3 or more regular season games with the varsity or junior varsity team they may not return to the junior high team.

4.4.9 For all High School competitions (except football, track and cross country) a varsity or junior varsity a team is only eligible to participate in a maximum of 24 games during the season with no more than 2 tournaments excluding the state tournaments.

4.4.9.1 A game is defined as contest that 5 or more CAA athletes from one CAA team participate in together.

4.4.9.1 Junior high team is only eligible to participate in a maximum of 16 games and with no more than 1 tournament excluding the state tournament.

4.4.10 For all High School competitions in the following sports football, track and cross country a varsity or junior varsity team is only eligible to participate in a maximum of 12 games or competitions during the season excluding the state tournament.

4.4.10.1 A game or competition is defined as contest that 5 or more CAA athletes from one CAA team participate in together.

4.4.11 In accordance with title 9, women may only participate on men's teams when a corresponding sport is not offered by the member school. A co-ed team must enter the league as a men's team.

4.4.12 All student athletes must watch the NFHS Concussion video to be eligible to compete in a CAA contest/game. See website for details.

4.4.13 The league will entertain applications for hardship before each scheduling meeting but is under no obligation to accept them.

4.4.13 Hardships

4.4.13.1 Combining of Teams – The joining together of students from two or more member schools in the same area or close proximity to form a single team shall be permitted subject to the following conditions:

4.4.13.2 Permission must be obtained from the *Disciplinary Committee* on an annual basis.

4.4.13.3 If a combined school team is approved. The team will be set into a division

based on their boys and girls grades 9-11 enrollment, shall be combined for division level placement. (3A or 2A)

4.4.13.4 Home school athletes who want to compete at a member school must submit a letter stating that 51 percent of their curriculum is received from home schooling. Letter needs to be signed by parents.

4.4.13.5 Students who attend local Junior High or High school, where a particular sport is not offered and are requesting to compete for a current CAA member school must submit the CAA Hardship Form prior to the start of that particular sport season.

4.4.14. Schools failing to comply with the guidelines defined in Article 4.4 will be held accountable per the guidelines established in Article 7.




High School General Studies Requirements

Curriculum Area	Skyline Network Graduation Requirements	College/University Entrance Requirements for Arizona w/ graduation from Skyline Education
English	4 credits	4 credits (Composition/Literature based)
Math	4 credits (Algebra II requirement may be modified using a Personal Curriculum, upon approval R7-2-302.03)	4 credits (Students must complete coursework through the pre-calculus level)
Science	3 credits	3 credits in lab science (Must include any 3 of the following areas: biology, chemistry, earth science, physics and integrated science.)
Social Studies	3 credits (Students must obtain a passing score in the American Civics Act Exam to graduate.)	2 credits (1-year American history)
Foreign Language	0 credits	2 credits (Same language)
Fine Arts/CTE	1 credit	1 credit
PE/Dance	1 credit	0 credits
Electives	6 credits	6 credits
Total Credits Required	22 credits	22 credits (SAT or ACT exam may be required. Contact the college or university of your choice for specific entrance requirements, including GPA, rank or test scores.)





All students will meet with their counselors to devise a four-year plan during the first semester of their freshman year (or when they transfer into the school). They will create an education and career action plan (ECAP) using the Career Pathways and Focus Areas, as a guide to select their General Elective, Fine Arts, and CTE courses. Students are encouraged to look at colleges they are interested in attending and review the entrance requirements for the schools with their counselor.

Career Choices

Pathway	Description	Career Options	Suggested Elective Courses
<p>Natural Resources</p> 	<p>This path includes programs related to the environment and natural resources. These may include agriculture, earth sciences, environmental sciences, fisheries management, forestry, horticulture, and wildlife management.</p>	<p>Veterinary Assistant, Game Warden, Landscaper, Farmer, Rancher, Food Scientist, Botanist, Agricultural Engineer, Economist, Oceanographer, Geologist, Meteorologist,</p>	<p>Chemistry, Economics, Southwest Ecology, Environmental Science, Physical Science, Physics, Research and Writing</p>
<p>Arts, Communications, and Humanities</p> 	<p>This path includes programs related to the humanities and to the performing, visual, literary, and media arts. These include architecture, creative writing, film and cinema studies, graphic design and production, journalism, foreign languages, radio and TV broadcasting, advertising, and public relations.</p>	<p>Newscaster, Teacher of the Arts, Author, Journalist, Public Relations Specialist, Dancer, Motion Picture Photographer, Fashion Designer, Archeologist, Archivist and Curator (history or art museum), Musician, Jeweler, Cartoonist, Public Relations Specialist</p>	<p>Art, Creative Writing, Computer Foundations, Dance, Geometry (H), History, Journalistic Writing, Media/TV Production, Music, Personal Finance, Public Speaking, Speech and Debate, Storytelling</p>
<p>Business Systems</p> 	<p>This path includes programs related to the business environment. These may include entrepreneurship, sales, marketing, finance, hospitality and tourism, computer/information systems, accounting, personnel, economics, and management.</p>	<p>Accountant, Financial Planner, Retail Buyer or Sales, Travel Agent, Bank Teller, Payroll Clerk, Internet Administrator, IT Auditor or Project Manager, City Manager, Economist, Programmer, Software Engineer, Real Estate Agent</p>	<p>Advanced Algebra with Financial Application, Business Foundations, Computer Foundations, Economics, Integrative Math IV, Public Speaking, Statistics and Probability</p>
<p>Engineering and Industrial Education</p>	<p>This path includes programs related to the technologies necessary to design, develop, install, or maintain physical</p>	<p>Hardware Designer, Carpenter, Architect, Roofer, Chemist, Marine Architect, Auto Mechanic, Electrician, Machinist, Welder,</p>	<p>Algebra, Architecture Design, Chemistry, Engineering Design (H), Geometry, Physics, Research</p>

	<p>systems. These may include engineering and related technologies, mechanics and repair, manufacturing technology, precision production, electronics, and construction.</p>	<p>Communications Technician, Painter, Engineers: Automotive, Chemical, Computer, Civil, Electrical, Manufacturing</p>	<p>and Writing, Robotics,</p>
<p>Health Services</p> 	<p>This path includes programs related to the promotion of health as well as the treatment of injuries, conditions, and disease. These may include medicine, dentistry, nursing, therapy and rehabilitation, nutrition, fitness, and hygiene.</p>	<p>Chiropractor, Dentist, Hospital Administrator, Nurse, Music or Occupational or Physical Therapist, Veterinarian, Speech and Language Pathologist, Doctor, EMT, Psychologist, Nursing or Dental Assistant, Dental Hygienist, Pharmacist</p>	<p>Anatomy & Physiology, Biology, Chemistry, Physical Education, Psychology I & II, Research and Writing, Statistics and Probability</p>
<p>Social and Human Services</p> 	<p>This path includes programs related to economic, political, and social systems. These may include education, law and legal studies, law enforcement, public administration, child and family services, religion, and social services.</p>	<p>Special Education Teacher, Athletic Trainer, Detective, Lawyer, Librarian, Market Research Analyst, Police Officer, Social Worker, Psychiatrist, Marriage Counselor, Librarian, Teaching Assistant</p>	<p>Government/Civics History, Public Speaking, Psychology I & II, Research and Writing, Speech and Debate, Statistics and Probability</p>

Focus Areas

Focus	Courses
<p>Competitive Sports</p> 	<ul style="list-style-type: none"> • Football • Basketball • Soccer • Physical Education • Volleyball • Baseball
<p>Performing Arts</p> 	<ul style="list-style-type: none"> • Ballet (Beginner to Advanced) • Dance • Hip Hop • Jazz • Modern • Lyrical (Beginner to Advanced) • Cheer • Music • Chorus
<p>Visual Art</p> 	<ul style="list-style-type: none"> • General Art • 3-D Art • Drawing • Painting • Design • Stage Craft and Theater Art • Pop Art and Portfolio
<p>CTE (Career and Technical Education)</p> 	<ul style="list-style-type: none"> • Leadership • Careers in Teaching (CIT) Program • Business Foundations • Engineering Design (H) • Functional Life Skills • Fashion Design • Psychology I & II • Robotics • Performing Arts • Graphic Designs

EDUCATION AND CAREER ACTION PLAN (ECAP)

An ECAP reflects a student’s current plan of coursework, career aspirations, and extended learning opportunities in order to meet the student’s individual academic and career goals. In accordance with Arizona Administrative Code R7-2-302.05, effective for the graduation class of 2013, schools shall complete an ECAP for every student in grades 9-12 prior to graduation. Schools shall develop an ECAP in consultation with the student and the appropriate school personnel upon enrollment to the high school. For additional information, visit www.azed.gov/ecap

Examples of a Schedule

Students who are interested in attending a college or university are encouraged to review the entrance requirements with their counselors.

**For more information review the High School General Studies Requirements.*

(Graduation Requirement Sample)

<u>Freshmen Year:</u>	<u>Sophomore Year:</u>	<u>Junior Year:</u>	<u>Senior Year:</u>
English Math Science Elective Fine Arts-CTE	English Math Science Social Studies Physical Education	English Math Science Social Studies Elective	English Math Elective Elective Econ/Enterprise

(College/University Requirements Sample)

<u>Freshmen Year:</u>	<u>Sophomore Year:</u>	<u>Junior Year:</u>	<u>Senior Year:</u>
English Math Science Foreign Lang. Fine Arts-CTE	English Math Science Social Studies Foreign Lang.	English Math Science Social Studies Physical Education	English Math Science Fine Arts CTE

**Beginning with the 2017 cohort, ALL high school students must obtain a passing score on the American Civics Act Exam to graduate.*

**Students have the potential to graduate early if meeting requirements and obtain administrative approval.*

Scheduling

Placement

All students registered for classes at any Skyline Education school will be required to take placement and benchmark tests.

These tests are used to determine students' academic level and class placement. Current students will be evaluated and tested annually to ensure proper placement for the following school year.

Courses taken in Middle School for High School credit will be reevaluated for students' placements and to meet the students' High School graduation requirements.

Schedule Changes

Each year, a new master schedule is created to accommodate students' course selections.

Students may modify their course requests at designated times during the spring and summer months.

Students receive a copy of their final schedule at orientation. Upon receipt of the final schedule, students may not modify their schedules unless they are adding or dropping a course or changing levels in a course. Once the quarter has begun, schedule change requests must adhere to the following guidelines:

- **Adding a Course:** Students may add a course in place of a free hour, study hall, or another class during the first three days of a quarter if space is available in the course. Students must consult with the teacher regarding make-up requirements for any missed content.
- **Course Retake/Credit Recovery:** Grades achieved in repeatable courses are cumulative. Transcripts for students repeating these courses

will reflect the original and the repeated course grade; however, duplicate credit will not be awarded. The higher grade will be used in computing the GPA. Students in credit recovery classes will have an "IS" on their transcript. *Example: Algebra 1 IS*

Testing

Testing is a State requirement.

State mandated testing (AZM2 and AIMS) requires mandatory full-day attendance.

Students who attend regularly are given the knowledge and skills necessary to demonstrate academic excellence and the ability to do well in the college, university, or career of their choice.

These tests are designed to represent the necessary grade level knowledge and skills student need to be successful. It provides data that is analyzed to assess the needs of the students and the resources that are needed to ensure growth and academic achievement.

Students are encouraged to do their best and results can impact their course grades.

Promotion, and Retention of Students

Attendance is an important factor in a student's ability to successfully complete the course requirements and master the content.

While high school students are not retained in the current grade level, they are required to earn credit in all courses prescribed by the State Board of Education for graduation. Students not earning a passing grade will be required to recover the course for credit in order to stay on track for graduation. Students may recover courses in subsequent blocks as their schedule allows.

or they may recover courses in summer school.

Transfer Students

Transfer students who plan to graduate from a Skyline Education, Inc. high school will be held responsible for Skyline graduation requirements.

Coursework completed outside of Skyline Education's schools will be evaluated to determine whether credit will be awarded.

To receive a diploma from a Skyline Education school, a transfer student must meet graduation requirements and have earned five credits in a Skyline high school.

**Special circumstances may apply, administrative approval required.*

Students who transfer in the final quarter of their senior year must earn a minimum of two credits. The transfer student must also be enrolled in the school granting the diploma in the quarter of graduation.

**Special circumstances may apply, administrative approval required.*

Honors courses taken at another district, community college, or university must correlate with Skyline Education, Inc. honors courses for weighted credit to be awarded.

Non-Traditional Coursework

Our nontraditional courses are academically rigorous courses for college-bound high school students. These courses prepare them for the academic expectations in college. Nontraditional courses are teacher-led courses. Teachers use digital curriculum, projects, assessments, with ongoing and regular student interaction all with the purpose of teaching, evaluating and providing constant assistance to students throughout the duration of the course.

“Course Indicators” – The school will provide a grade to reflect the nontraditional

course grade on the official high school transcript.

- Teacher-based, blended learning environment with digital curriculum will be identified with an **“Edge”**.
Example: Algebra 1 Edge
- Students in credit recovery classes will have an **“IS”** on their transcript.
Example: Algebra 1 IS

Each course is equivalent in content, rigor, and expectation of student participation as in core courses.

Courses are not time flexible courses.

Each course is a full academic block in duration.

Students must complete the course in its entirety.

Nontraditional courses must be completed within the academic block they are assigned and cannot be completed earlier or extended but can be repeated one time.

Ronda S Owens Honors Academic Program

Students will be recognized quarterly for academic achievement based on the following criteria:

Full-time students who have applied and are members of the RSO Honors (See appendix A) Program and meet and maintain the honor roll requirements and who demonstrate excellent character traits.

Honor Roll Requirements

	Highest Honors	Honors
Math	Students earn A's in all academic content areas. .5 credit	Students earn B's or better in all academic content areas. .4 credit
ELA		
Science		
Social Studies		

Honors Courses

Honors courses enable students to prepare for and pursue college-level studies while still in high school. All Honors classes offered through Skyline Education are noted with an (H) throughout this course catalog. These courses are more demanding, and students are expected to display higher level thinking skills and advanced analytic skills. Honors Program students will work off an enhanced syllabus that will include not only standard classroom instruction, but also advanced and independent reading/research/study, additional or advanced homework assignments, potential Capstone Projects, and/or Academic Fair Presentations.

Students who complete honor level courses may have the opportunity to earn college credit through Advanced Placement and International Baccalaureate testing.

Incoming freshmen interested in Honors courses must receive administration's approval, based on analysis of benchmark assessments and previous grades. This should be discussed during the ECAP consultation. Due to the high caliber of curriculum, these courses carry a weighted grade (5.0). Students must receive an 80% or better to receive weighted GPA and eligibility for Honors courses. Students changing to an Honors track after their Freshman year must have the approval of the principal and have a cumulative GPA of 3.5 or higher.

All Honors courses must comply with the following guidelines:

- A. Provide a foundation for success in AP and/or ACT/SAT and consistently align with AP and ACT/SAT content.
- B. Consistently align with AZCCRS and rigor of college coursework.
- C. Require additional effort and perseverance on the part of the student. Summer reading or other outside activity is often an expectation.
- D. Consistently require thinking at the highest levels of Bloom's Taxonomy (application, analysis, synthesis, and evaluation).
- E. Require students to demonstrate higher levels of reading comprehension, analytical writing, oral communication, and test-taking skills across disciplines.
- F. Require prior mastery of all prerequisite skills.
- G. Require an end-of-course assessment.

Skyline Scholars

Skyline scholars are full-time students with a cumulative grade point average of 3.80 or better without any grades lower than a "D" and without any I's on the transcripts.

National Honor Society

The National Honor Society (NHS) is an organization established to recognize outstanding students. It consists of more than just being on the Honor Roll.

The four pillars of the National Honor Society are: leadership, character, service and scholarship. Sophomores and juniors with a cumulative 3.900 weighted grade point average are reviewed for membership to the National Honor Society by a faculty council selected by the principal.

Students in the tenth through twelfth grade are eligible for membership into the NHS.

The faculty council reviews leadership, service and character for the selection process as per the National Association of Secondary School Principals' Constitution. All members are expected to maintain their grade point average, complete ten community service hours per quarter, and participate in the National Honor Society service project. Members are also expected to attend all general meetings throughout the year.

Advanced Placement Courses

Advanced Placement courses were created by the College Board, which offers college-level curricula and examinations to high school students.

The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study.

It is a rigorous academic program built on the commitment, passion, and hard work of students and educators from both secondary schools and higher education.

The AP Program enables students to take college-level courses and exams, and to earn college credit or placement while still in high school.

Taking AP courses also increases eligibility for scholarships and makes candidates more attractive to colleges.

Incoming freshman interested in AP courses must receive administration's approval, based on analysis of benchmark assessments and previous grades. This should be discussed during the ECAP consultation.

Because of the rigorous curriculum, these courses carry a weighted grade (5.0). Students must receive an 80% or better to

receive weighted GPA and eligibility for AP credit. Parents are responsible for paying the cost of the AP exam. It is recommended that all students taking AP courses take the AP exam, although it is not required.

Students who score well on the exams may be awarded college credit in most of the nation's colleges and universities.

In assessing a student's application, many colleges also look favorably upon courses designated as AP since these courses represent more rigorous content than the standard high school curriculum. Students are encouraged to investigate the AP policy of the college of their choice.

**All AP courses must comply with similar guidelines as Honor courses, but only the successful completion of the AP course to ensure college credit. AP courses are more aligned to prepare students for the AP exams.*

Dual Enrollment

Dual enrollment credit through Grand Canyon University is available for eligible juniors or seniors.

Concurrent community college enrollment credit through is only available at community college campuses in Maricopa County. For information about both opportunities, please contact the school's Academic Dean.

Students may be granted high school course credit for coursework they complete in non-high school institutions such as community college and universities. The following guidelines shall apply:

- The institution in which the course is taught must be accredited.
- The hours of the course must correspond with the amount of time that would normally be spent in the high school for a given course for which credit is to be granted.

A college or community college course for high school credit must carry three (3) hours

or more to be granted a 0.5 credit at the high school. College courses may be combined to receive the 0.5 credit only with administrative approval.

- Approval by a building-level administrator is required prior to registering for the college course.
- The student shall be limited to taking one course at the college level for high school credit per quarter of any given year, except when approved by the high school principal or his/her designee.
- It shall be the student's responsibility to have an official transcript from the college submitted to the high school verifying that the student has successfully completed the course and received a credit.
- Honors weight will not be assigned to courses taken outside the district curriculum unless the course is designated an honors course and is offered within the school.

Summer School

Skyline Education's summer academic program offers opportunity for enrichment and remediation (credit recovery). The courses taken during this program become part of the student's transcript.

Students attending summer school in another accredited high school district must request that school to forward their grades to the appropriate Skyline Education registrar. If grades are not officially forwarded, it is considered external credit and is not included in the calculation of the student's grade point average.

Testing Out for Credit Process

The following steps are for a student requesting to test out of a course for credit.

This process is only intended for courses required for graduation. However, the principal may allow this process to be used

for elective classes if the department chair or teacher of record agrees.

1. Student completes *Test Out for Credit* form (see Appendix C) form and meets with Academic Dean. This must be completed within the first ten days of the quarter. The principal may waive the time requirement if special circumstances exist.
2. The Academic Dean, department chairs, or principal will meet with the student and establish assessment criteria and dates. Potential assessment tools include mid-term and final exams, oral reports, interview, written reports, etc.
3. The department chair or appropriate teacher will administer the examination and evaluate the student's performance. There is an expectation that this process will be completed within twenty days of the meeting identified in Step 2.
4. A student may not test out of a course they have already completed within a specific department class and they may not test out of course that is at a lower level than other courses they have taken within the same department.
5. If the student is granted credit, it is the responsibility of the Principal to report the results to the registrar. Credit shall be granted based upon the student scoring at or above 70% on this exam; however, no letter grade will be granted.

**NCAA does not accept a course that a student tests out of as a core class.*

Records Request(s)

Arizona Revised Statute § 15-828(G) states: Within five school days after enrolling a transfer pupil from a private school or another school district, a school shall request directly from the pupil's previous school a certified copy of the pupil's record. The requesting school shall exercise due

diligence in obtaining the copy of the record requested. Notwithstanding any financial debt owed by the pupil, any school requested to forward a copy of a transferring pupil's record to the new school shall comply and forward the record within ten school days after receipt of the request unless the record has been flagged pursuant to section 15-829.

* * * School districts shall include in the educational records required by this subsection data collected pursuant to sections 15-741 and 15-766 as prescribed by the state board of education.

Arizona law also requires that any disclosure of educational records by a school or a school district comply with the Family Educational Rights and Privacy Act (FERPA). A.R.S. § 15-828(H). FERPA allows a school to disclose students' education records without prior consent when the disclosure is to another school where the student seeks or intends to enroll. 34 C.F.R. § 99.31(a)(2).

Official transcripts or Diplomas may be requested by graduated students by:

1. Mailing a signed written request
2. Faxing a signed written request
3. Emailing an attachment with a signed written request.

Fees: (cash, check, money order, or credit cards) payments can be made over the phone.

Transcript fee is \$5.00 per copy.
Diploma fee is \$5.00 per copy.

The following information needs to be included to complete your request:

1. Your full name at time of enrollment
2. Date of birth
3. Contact Phone number
4. Email address
5. Dates of attendance
6. Year of graduation
7. Indicate if requesting transcript, diploma, or both
8. Number of copies requested

9. The address where the transcripts or diploma are to be sent (include specific departments if applicable)

Requests can be sent to:

1. Email: dmartinez@skylineschools.com
2. Email: pr@skylineschools.com
3. Call: 480-779-2000
4. Fax: (877) 821-5462
5. Mail: Skyline Education: Attn Daisy Martinez 2020 N. Arizona Ave. Chandler, AZ 85225

****Requests will be sent in 1-2 business days from receiving the written request and payment.**

Current students will be given 2 non-official transcripts per year. If more than 2 are required within a school year, a \$5.00 fee will be assessed.

Graduation

Early Graduation

Students wishing to graduate early should meet with their Academic Dean to determine eligibility. Once it is determined that the student can meet graduation requirements earlier than the scheduled quarter of graduation, the student, with parent approval, must complete an *Intent to Graduate Early* form (see Appendix D).

Graduation Deficiencies

Any senior with deficiencies at the end of their eighth quarter must complete all coursework prior to August 1st in order to receive a diploma from the previous scheduled cohort.

Students who fail to meet graduation requirements at the end of eight quarters of attendance will be permitted to continue in school and carry a course load enough to permit them to meet graduation requirements the following year.

Students who fail to meet graduation requirements will be subject to new requirements that may have been adopted.

Students with 0.5 deficiencies will be allowed to participate in graduation ceremonies but will not be issued a diploma or transcript until completion of summer school.

Students will be given an opportunity up to the age of 22 to fulfill the graduation requirements and receive a Skyline Education, Inc. diploma.

**Students must obtain a passing score in the American Civics Act Exam to graduate.*

Senior Recovery Program

The Senior Recovery Program is designed to support students who have attended 4 years of high school but need to recover credits for high school courses in order to receive a diploma.

Gila River Senior Recovery Program

The Teacher-in-Charge reports to the Academic Deans. The following are the program entrance requirements:

- Transcript review and interviews
- Must be 5th year in high school and at least 17.5 years old
- Must have some credits or a GED to enter program
- Must maintain academic GPA of a 2.0 or greater
- Cannot withdraw due to no attendance or incomplete assignments

Students must attend at least 4 hours per day of classes from 8:00am to 12:00pm Monday through Thursday and an elective afternoon class. Fridays can be set up for Work electives or elective classes on campus.

Through the Guidance department and teacher approval, students can get elective credits through working/volunteering.

Students are expected to follow school dress codes while in attendance.

Students can graduate early upon earning enough credits for a diploma.

AZ Compass Senior Recovery Program

The Teacher-in-Charge reports to the Dean of Students. The following are the program entrance requirements:

- Transcript review and interviews
- Must be 5th year in high school and at least 17.5 years old
- Must have some credits or a GED to enter program
- Must maintain academic GPA of a 2.0 or greater
- Cannot withdraw due to no attendance or incomplete assignments

Students must attend at least 4 hours per day of classes from 7:45am to 11:45am Monday through Friday. Fridays can be set up for Work electives or elective classes on campus.

Through the Guidance department and teacher approval, students can get elective credits through working/volunteering. Students are expected to follow the school dress code while in attendance.

Students can graduate early upon earning enough credits for a diploma.

Valedictorian/Salutatorian Selection

Skyline Education will use the following guidelines to give all students an equal opportunity:

- Only students in the top 5% of the graduating class will compete for the position of valedictorian and salutatorian.
- No valedictorian or salutatorian candidate will have a grade lower than a "C" in any subject.

- Foreign exchange students will not be eligible for the valedictorian or salutatorian position.
- Mid-year graduates will be eligible for the valedictorian or salutatorian position if they have been enrolled a minimum of 2 years at the graduating high school.
- The valedictorian or salutatorian must have taken a minimum of twelve and one-half (12.5) credits at the high school from which they are graduating and must be **enrolled in a minimum of four (4) classes (full time status) per block.**
- Students who have been suspended during their senior year will not be allowed to speak at graduation and will be ineligible for this honor.

Students who are interested in competing for the valedictorian or salutatorian position are encouraged to discuss this process with their school's Academic Dean.

College Admissions

Completion of the requirements for high school graduation will allow admittance to a community college, it does not ensure entrance into all colleges and/or trade schools, etc.

Anyone planning to pursue higher education should determine the entrance requirements of the school he/she plans to enter.

This should be discussed while creating your ECAP for scheduling and planning purposes.

**Admission requirements are subject to change.*

Admission to Community Colleges

Admission to a community college in Arizona may be granted to any person who meets at least one of the following criteria:

- Is a graduate of a high school which is accredited by a regional accrediting association as defined by the United States Office of Education or approved by a State

Department of Education or other appropriate state educational agency.

- Has a high school certificate of equivalency.
- Is a transfer student in good standing from another college or university.

In-state/Arizona Universities

Students will be assured admission to an Arizona University if they rank in the top 25 percent of their class and have no deficiencies in the 16 core academic classes. Students may receive "delegated" admission with a core GPA of 3.0+ and no more than two deficiencies in the core areas, excluding science and math. Deficiencies cannot be in the same core area. All other applicants will be admitted after individual consideration of their transcript and test scores.

NCAA Eligibility Requirements for Division I and II Athletes

Students who are interested in competing in athletics at the Division I or Division II collegiate level must meet the academic eligibility requirements of the National Collegiate Athletic Association (NCAA).

For more information on the Division I and Division II eligibility requirements, please visit

http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf

Curriculum Overview

English Language Arts

In grades 9 - 12, students learn ELA through Expeditionary Learning Curriculum specifically designed to incorporate the development of deeper learning skills that have been identified as essential for school, work and life success - mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Students learn through the study of a variety

of text types and media, building knowledge, analyzing ideas, delineating arguments, and developing writing, collaboration, and communication skills. The lessons are linked explicitly to the Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for how the standards can come alive with thoughtful planning. Students study a wide range of quality texts that span the canonical to the contemporary, journalistic nonfiction, autobiographical nonfiction, speeches, poetry, drama, and fiction.

Mathematics

In grades 9-12, Skyline uses Eureka Math, a Common Core aligned curriculum that equates mathematical concepts to stories, with the aim of developing conceptual understanding. Our curriculum encourages students to use various mental strategies to solve problems, and to focus on the process instead of the answer. Students are taught the fundamentals behind why an equation was created to support solving a problem. The curriculum is marked by in-depth focus on fewer topics. It integrates the CCLS (Common Core Learning Standards), rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery. We connect the Standards for Mathematical Practice to the Standards for Mathematical Content.

Science Curriculum

At Skyline we follow the Next Generation Science Standards (NGSS). Within NGSS there are three distinct and equally important dimensions to learning science. These dimensions are combined to form each standard—or performance expectation—and each dimension works with the other two to help students build a cohesive understanding of science over time. Cross

cutting concepts, science and engineering practices and disciplinary core ideas. In grades 9-12, our adopted curriculum SEPUP (Science Education for Public Understanding Program) was created by industry leading experts at U.C. Berkeley. SEP UP is a research-based core curriculum that supports AZCCRS and NGSS. Issue-oriented science forms the core of SEPUP's curriculum materials. Every unit uses personal and societal issues to provide thematic continuity for student investigations and observations. Students are provided with guided and open-ended inquiry opportunities to experience the scientific process and natural phenomena.

Social Studies

Skyline integrates social studies into its curriculum following The C3 Framework. The C3 Framework, like the Common Core State Standards, emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. It intentionally envisions social studies instruction as an inquiry arc of interlocking and mutually reinforcing elements that speak to the intersection of ideas and learners. The Four Dimensions center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to become active and engaged citizens in the 21st century. The C3 Framework changes the conversation about literacy instruction in social studies by creating a context that is meaningful and purposeful.

All Skyline curricula are cross curricular in nature and work integral with one another. These curricula provide instructional practices on achieving 21st century literacy and supports Arizona College and Career Ready Standards (AZCCRS). It also provides additional guidance on implementation of the standards with English Language Learners (ELLs), Multilingual

Learners (MLLs), and Students with Disabilities (SWDs).

Learning Resources

MyPath

Providing advanced or struggling students with personalized instruction that focuses on the specific skills and concepts they have yet to master is crucial to their future success. Edgenuity's online learning intervention program, MyPath™, helps educators pinpoint specific learning gaps and provide a targeted, data-driven instructional pathway to help students catch up, keep up, or get ahead in Math and ELA.

<https://auth.edgenuity.com/Login/Login/Student>

**please see your school administrator for student log in information.*



English Language Arts

9th - 12th grade

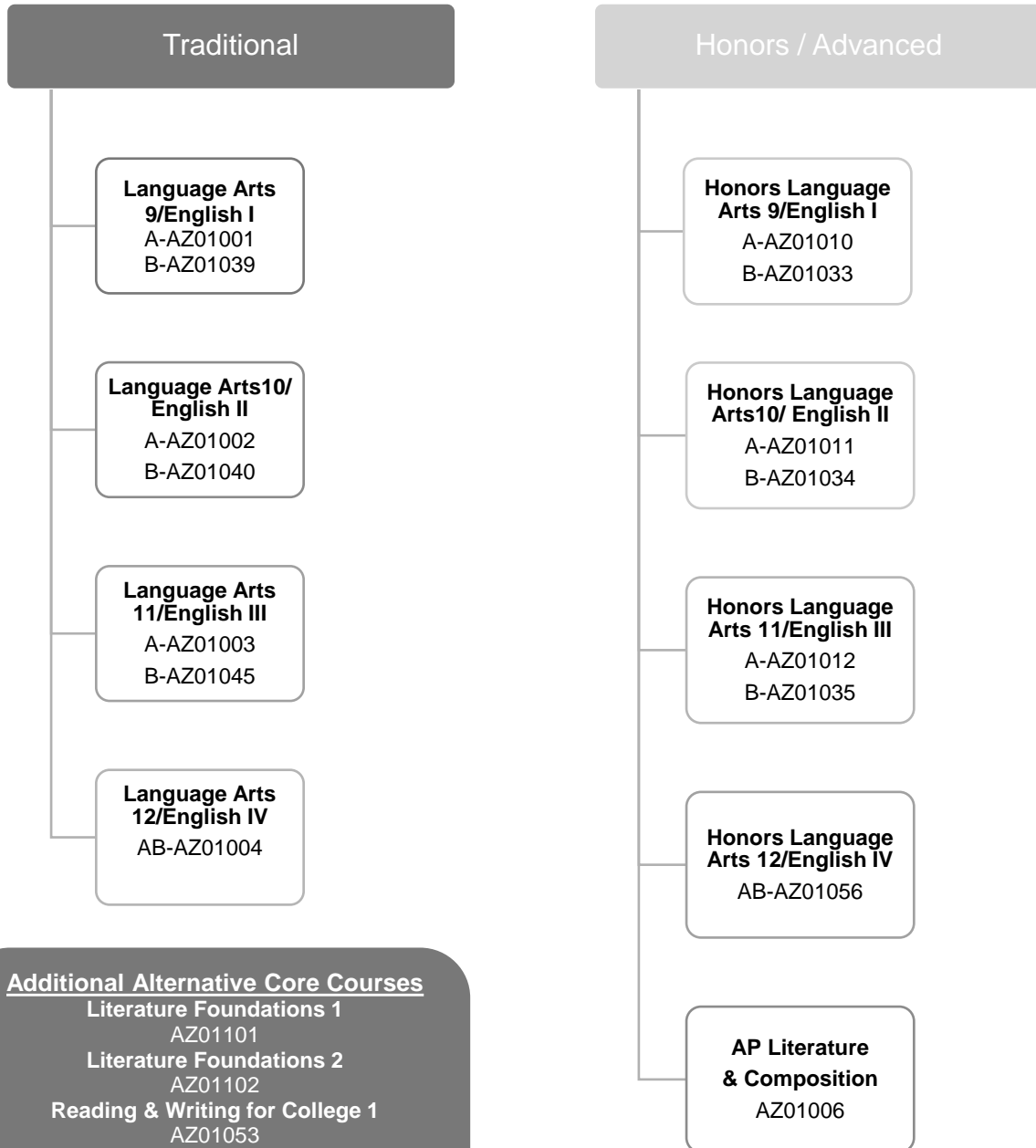
The English Language Arts courses include the academic areas of English, speech, reading, and journalism. It offers courses on three levels – traditional, honors, and advanced. It is the program's goal to assist students in becoming critical and analytical readers, logical and insightful thinkers, and skilled users of written, visual, and oral communication. All courses promote inquiry and a framework for argumentation to prepare students for college. These objectives are taught through written as well as spoken language. All literature classes feature extensive readings and research in critical writings about literature, whereas writing classes focus on writing skills and fluency.

To view AZCCRS ELA standards, [click here](#).

Key Features of the Standards

<p>Reading: Text complexity and the growth of comprehension</p>	<p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Regardless of what the students are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p>
<p>Writing: Text types, responding to reading, and research</p>	<p>The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing; other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.</p>
<p>Speaking and Listening: Flexible communication and collaboration</p>	<p>Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.</p>
<p>Language: Conventions, effective use, and vocabulary</p>	<p>The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.</p>

English Language Arts Pathways



Additional Alternative Core Courses

- Literature Foundations 1
AZ01101
- Literature Foundations 2
AZ01102
- Reading & Writing for College 1
AZ01053
- Reading & Writing for College 2
AZ01105
- Literary Analysis & Composition 1
AZ01065
- Literary Analysis & Composition 2
AZ01066
- Journalistic Writing
AZ01149
- Public Speaking
AZ01151
- Speech and Debate
AZ01153
- Writing for College
AZ01103

Course Descriptions

**All classes with an (H) are offered as an Honors course. Please refer to pages 17-19 for a full description of Honors courses.*

Language Arts 9/English I (H) (1.0 credit)

A-AZ01001 B-AZ01039

A-AZ01010 B-AZ01033 (H)

This course develops proficiencies in the areas of reading, literary analysis, writing, grammar and usage, and oral communication. Vocabulary study and reading instruction are integrated into the study of literature and other texts as students explore the overarching themes of texts. Critical thinking skills are enhanced and assessed regularly through discussions and writing. This course fulfills graduation requirements.

This course fulfills graduation and AZ University requirements.

Language Arts 10/English II (H) (1.0 credit)

A-AZ01002 B-AZ01040

A-AZ01011 B-AZ01034 (H)

This course analyzes the correlation between history and literature. Through the literature, students review and deepen their analysis of language and rhetorical devices. Students continue to study the elements of argumentation; identifying logical fallacies, refuting the opposition, and employing rhetorical and stylistic strategies. This writing intensive course includes sophisticated literary analysis and argumentative research essays.

This course fulfills graduation and AZ University requirements.

Language Arts 11/English III (H) (1.0 credit)

A-AZ0100 B-AZ01045

A-AZ01012 B-AZ01035 (H)

This course analyzes the correlation between in our country's history and literature. Through the literature, students review and deepen their analysis of language and rhetorical devices. Students continue to study the elements of argumentation and persuasion, identifying logical fallacies, refuting the opposition, and employing rhetorical and stylistic strategies. This writing intensive course includes sophisticated literary analysis and argumentative essays. A minimum of two in-class essays are assigned per quarter.

This course fulfills graduation and AZ University requirements.

Language Arts 12/English IV (H) (1.0 credits)

AB-AZ01004 AB-AZ01056 (H)

This course focuses on understanding point of view and complex ideas. The literature and informational text in this course are considered challenging in content, style, or structure, but they give us insight into the roots of modern consciousness. The course investigates a wide range of themes such as crime and punishment and the search for meaning in a complex world. While critical reading and writing will be the major focus, this course also develop students' ability to conduct independent research and understand multiple perspectives about a topic.

This course fulfills graduation and AZ University requirements.

AP Literature & Composition

(1.0 credit)

A-AZ01005 B-AZ01006

This course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, theater) from various periods. The AP English Literature and Composition course aligns to an introductory college-level literary analysis course and engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of how writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone.

Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

This course fulfills graduation and AZ University requirements.

English Language Arts Core Courses (Alternative Core Courses)

Literature Foundations I (H)

(1.0 credit)

AZ01101

This course develops students' abilities to read closely for text details, an essential skill for accessing meaning of a text as well as identifying the author's purpose and use of writing techniques. Students will use a process for approaching, questioning, and analyzing a variety of texts to grasp key ideas and details and participate in evidence-based discussions with their peers. This course also develops students' abilities to use text evidence in their writing as well as applying the writing techniques they observe in the work of professional authors. Emphasis is structured around formal writing.

Literature Foundations 2 (H)

(1.0 credit)

AZ01101

Students will continue to develop their listening and speaking skills as they lead class discussions about text. Students will use a process for approaching, questioning, and analyzing a variety of texts to grasp key ideas and details and participate in evidence-based discussions with their peers. This course also develops students' abilities to use text evidence in their writing as well as applying the writing techniques they observe in the work of professional authors. Emphasis is structured around formal reading and analyzing writer's speech including evidence writing, authors frameworks, and formal and informal language.

Reading and Writing for College 1 (H)

(1.0 credit)

AZ01053

This course develops students' comprehension, vocabulary, and critical thinking skills. Students will use strategies to read, discuss, and analyze a series of texts, focusing on how authors use structure and writing techniques to develop complex characters and ideas.

Reading and Writing for College 2 (H)

(1.0 credit)

AZ01053

This course provides students the opportunity to develop their reading skills, including but not limited to understanding figurative language, rhetoric, and how structure affects meaning. This course focuses on reading as a process, with a strong emphasis on reading closely and writing to analyze.

Literary Analysis and Composition 1 (H)
(1.0 credit)
AZ01065

This course will focus on close reading of fiction and drama. Students will learn how to analyze, interpret, and respond critically to literature. Students will practice the skills needed to analyze the way literary elements contribute to meaning, to read texts through historical and cultural lenses. Instruction will emphasize the development of critical skills through the writing of analytical essays and narrative writing.

Literary Analysis and Composition 2 (H)
(1.0 credit)
AZ01065

This course challenges students to improve their written and oral communication skills, while developing their ability to comprehend and analyze literature. The course supports students in the close reading and analysis of classic texts and helps them value the texts and the impact they had at the time they were written.

Students strengthen their composition skills by examining model essays in various genres by writing in response to a variety of prompts. Using the writing process and instruction in grammar and conventions, they sharpen their writing skills.

Journalistic Writing (1.0 credit)
AZ01149

This course includes interviewing students and adults, writing stories that could get published in the student newspaper or yearbook, and solving problems that typically face reporters and editors.

Oral and written communication skills, as well as critical thinking and problem-solving skills are developed as the students write, edit and publish the school's newspapers

and produce a video broadcast version of the school news.

Public Speaking (1.0 credit)
AZ01151

This course includes the study of the craft and art of public speaking through the examination of speeches in different genres.

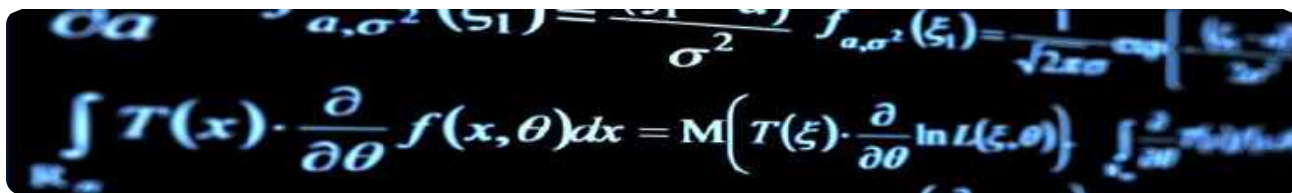
Students will then practice writing and delivering speeches in these genres focusing on confidence-building, emulation, and experimentation and differentiating between public speaking in practical situations (giving a report, for example) and more theatrical situations.

Speech and Debate (1.0 credit)
AZ01153

In this course students will learn how to use oral skills in formal and informal situations. Students will be able to develop such skills as logic and reasoning, research and analysis, organization of thought and supporting materials, argumentative style and skill, and effective presentation of one's voice and body.

Writing for College (1.0 credit)
AZ01103

This course provides students the opportunity to develop their writing skills, including but not limited to argumentation, research, and impromptu responses. Using a workshop format, this course focuses on writing as a process, with a strong emphasis on revision. Students will enhance their ability to read and analyze selected models of prose writing, as well as synthesize the authors' ideas and explore the growing technology available in school libraries. The final evaluated at the end of the semester is based on a comprehensive portfolio review.



Mathematics

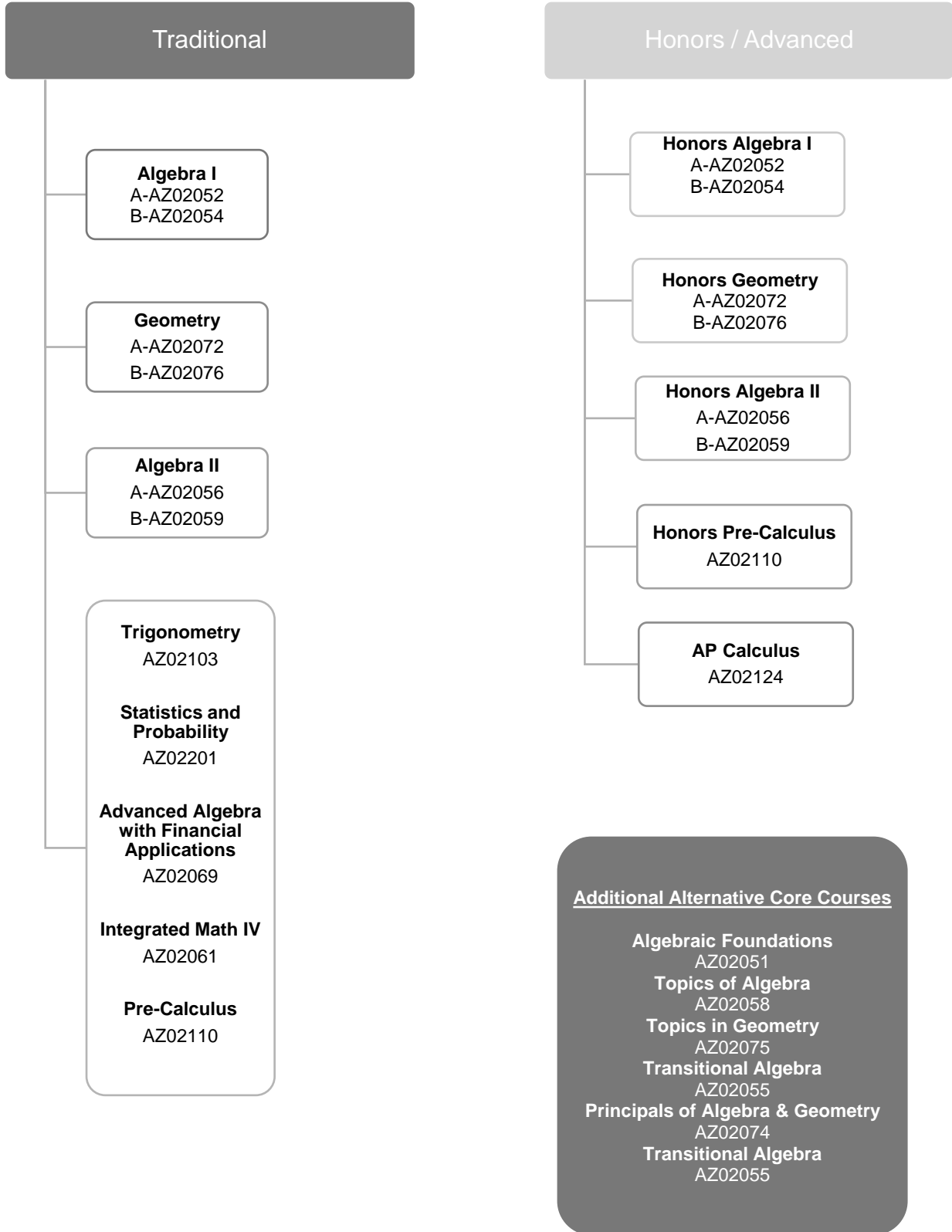
9th-12th grade

The Mathematics course offerings provide options and electives for meeting individual needs, experiences, and goals of all students. Course offerings provide opportunities for the development of problem-solving skills and techniques for theoretical and applied settings. Instructional design promotes student-engaged learning activities. Graphing calculators are used as an integral part of concept development. These skills and techniques will serve the student in future career and educational undertakings.

The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

To view AZCCRS high school math standards, [click here](#).

Mathematics Pathways



Course Descriptions

**All classes with an (H) are offered as an Honors course. Please refer to pages 17-19 for a full description of Honors courses.*

Advanced Algebra with Financial Applications (H) **(1.0 credit)** AZ02069

Advanced Algebra with Financial Applications is a comprehensive algebra-based, technology-oriented course. Students utilize mathematical skills from Algebra 1 and 2 in real-world contexts. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations.

Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings.

Algebra I (H) **(1.0 credit)** A-AZ02052 B-AZ02054

This course provides for the use algebraic skills in a wide range of problem-solving situations. Focus is placed on the concept of functions.

Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations.

This course fulfills graduation and AZ University requirements.

Algebra II (H) **(1.0 credit)** A-AZ02056 B-AZ02059

This course extends the content of Algebra I and provides further development of the concept of functions.

Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability.

This course fulfills graduation and AZ University requirements.

Geometry (H) **(1.0 credit)** A-AZ02072 B-AZ02076

In this course students address the concepts of congruence, similarity, right triangles and trigonometry, circles and geometric measurement and geometric properties with equations, and applying the mathematical practices skills.

Students will experiment with transformations, understand congruence in terms of rigid motions, prove geometric theorems, define trigonometric ratios, use coordinates to prove simple geometric theorems algebraically, and visualize relationships between two-dimensional and three-dimensional objects.

This course fulfills graduation and AZ University requirements.

Integrated Math IV (H)
(1.0 credit)
AZ02061

In this course student will learn about analyzing data, standard deviation, and normal distributions. They will also learn about arithmetic and geometric sequences and their series, rational and inverse functions, radians, degrees, and the unit circle. This course also teaches students about trigonometric identities, sum and difference formulas, applications of trigonometry, polar coordinates and vectors. They will also learn about functions, polynomial functions, exponential functions and logarithmic functions.

This course fulfills graduation and AZ University requirements.

Pre-Calculus (H)
(1.0 credit)
AZ02110

This course presents students with a formal study of functions, an analysis of sequences and series, fundamental counting principle, permutations and combinations the binomial theorem and probability. Students will use technology to employ multiple approaches to problem solving and data modeling.

Students will solve problems using the Laws of Sines and Cosines and will also analyze vectors and conics, study systems of equations and matrices, and solve systems using matrices.

This course fulfills graduation and AZ University requirements.

AP Calculus
(1.0 credit)
AZ02124

This Advanced Placement course covers the prescribed College Board curriculum and is intended for advanced mathematics students who may pursue further study in mathematics or a mathematics-related field. This AP course incorporates skills and techniques of algebra and geometry into analytical approaches to problem-solving using functions of one variable.

Topics covered include functions, limits, derivatives of algebraic and transcendental functions, curve sketch applications, velocity and rate and maxima-minima problems, definite and indefinite integrals, techniques of integration, and ordinary differential equations.

Students enrolled in this class are expected to take the College Board Advanced Placement (AP) Exam. Exam scores, and each college/university, will determine eligibility for college credit.

This course fulfills graduation and AZ University requirements.

Statistics and Probability (H)
(1.0 credit)
AZ02201

This course addresses descriptive statistics topics including frequency distributions, histograms, graphs, and measures of center and spread.

Probability topics include addition rules, binomial distribution, and normal distribution. Inferential statistics topics include estimations for population measures, hypotheses testing, correlation, goodness-of-fit, and statistical process control and expected values.

This course fulfills graduation and AZ University requirements.

**Trigonometry
(1.0 credit)**

AZ02103

This course addresses analyzing functions, transformations and inverse functions. Students will learn about radians, the unit circle, right-triangle trigonometry, trigonometric functions, inverse trigonometric functions, trigonometric identities and trigonometric equations.

Additional topics include vectors, conic sections, parametric curves, and the polar coordinate system.

This course fulfills graduation and AZ University requirements.

**Mathematics Core Courses
(*Alternative Core Courses)
*NOT NCAA APPROVED**

**Algebraic Foundations
(0.5 credit)**

AZ02051

This course reinforces pre-algebra skills acquired in 8th grade with a focus on problem solving, mathematical reasoning, and real-world problems involving rational numbers, ration, proportion, estimation, exponents, solving first-degree equations and inequalities, and the rectangular coordinate system. This elective course is designed to sharpen students' skills in preparation for Algebra I.

**Principals of Algebra and Geometry
(0.5 credit)**

AZ02074

This course combines the study of some prealgebra and algebra topics with introductory geometry topics. Topics include the study of formulas, algebraic coordinate system, area, perimeter, and volume of geometric figures, and properties of triangles and circles. This elective course reviews key algebraic and geometric skills in preparation for Geometry. expressions, first degree

equations and inequalities, the rectangular coordinate system, area, perimeter, and volume of geometric figures, and properties of triangles and circles. This elective course reviews key algebraic and geometric skills in preparation for Geometry.

**Topics of Algebra
(0.5 credit)**

AZ02058

This course examines specific topics in algebra, such as linear equations or rational numbers, rather than provide an overview of algebra concepts. This elective course is designed to review and extend students' Algebra I experience in preparation for Geometry.

**Topics in Geometry
(0.5 credit)**

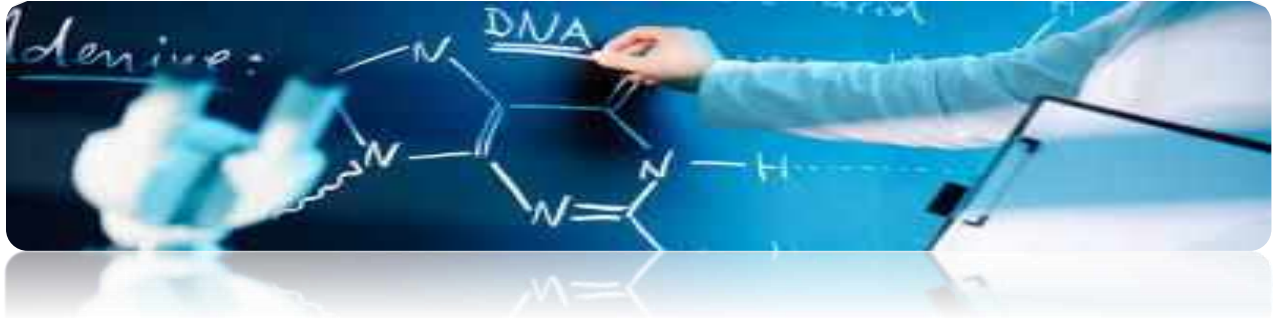
AZ02075

This course examines specific topics in geometry including solid and technical geometry. A review and extension of concepts learned in geometry ensure students are prepared for Algebra 2.

**Transitional Algebra
(0.5 credit)**

AZ02055

Transitional Algebra reviews and extends algebra and geometry concepts for students who have already taken Algebra I and Geometry. Transitional Algebra reviews such topics as properties and operations of real numbers; evaluation of rational algebraic expressions; solutions and graphs of first degree equations and inequalities; translation of word problems into equations; operations with and factoring of polynomials; simple quadratics; properties of plane and solid figures; rules of congruence and similarity; coordinate geometry including lines, segments, and circles in the coordinate plane; and angle measurement in triangles including trigonometric ratios. This elective course is designed to strengthen students' skills in preparation for Algebra II.



Science

9th – 12th grade

Science instruction involve students actively using scientific processes to understand course content and make connections to real life and related areas of study. The Arizona Science Standards present a vision of what it means to be scientifically literate, and college and career ready. These standards outline what all students need to know, understand, and be able to do by the end of high school and reflect the following shifts for science education:

- Organize standards around thirteen core ideas and develop learning progressions to coherently and logically build scientific literacy from kindergarten through high school.
- Connect **core ideas**, **crosscutting concepts**, and **science and engineering practices**, to make sense of the natural world and understand how science and engineering are practiced and experienced.
- Focus on fewer, broader standards that allow for greater depth, more connections, deeper understanding, and more applications of content.

To view the AZ Science standards, <https://www.azed.gov/standards-practices/k-12standards/standards-science/>

Arizona State Science Standards

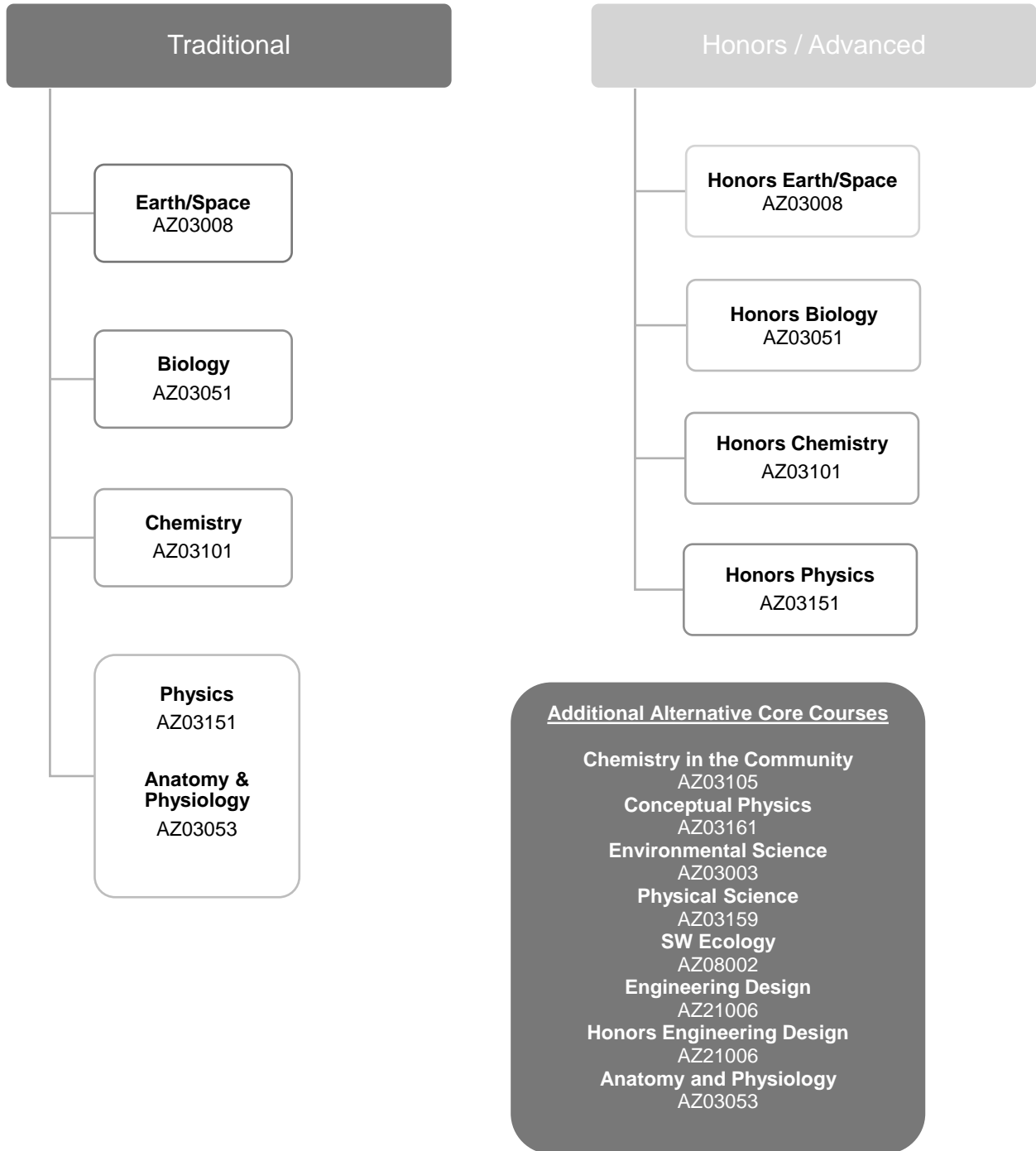
Distribution of Core Ideas in Know Science Across Grade Levels

Knowing Science	Knowing Science	K	1	2	3	4	5	6	7	8	HS
P1 Physical Science	All matter in the Universe is made of very small particles.										
P2: Physical Science	Objects can affect other objects at a distance.										
P3: Physical Science	Changing the movement of an object requires a net force to be acting on it.										
P4: Physical Science	The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.										

Knowing Science	Knowing Science	K	1	2	3	4	5	6	7	8	HS
E1 Earth & Space Science	The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.										
E2: Earth & Space Science	The Earth and our solar system are a very small part of one of many galaxies within the Universe.										

Knowing Science	Knowing Science	K	1	2	3	4	5	6	7	8	HS
L1 Life Science	Organisms are organized on a cellular basis and have a finite life span.										
L2: Life Science	Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.										
L3: Life Science	Genetic information is passed down from one generation of organisms to another.										
L4: Life Science	The unity and diversity of organisms, living and extinct, is the result of evolution.										

Science Pathways



Course Descriptions

Biology (H) **(1.0 Credit)** AZ03051

This course includes the study of the structure of organisms and how they function. Topics of this course include the nature of science, biochemistry, cell biology, heredity, evolution, and ecology. Body systems are integrated throughout the curriculum. The focus is on interactive lectures, note-taking, laboratory exercises, and classroom discussions with applications to everyday life experiences. Opportunities are provided for students to conduct investigations and make connections between biological concepts and their own life experiences using the scientific method. This course is designed with a strong focus on group work, discussion, writing activities, and projects.

This lab science course fulfills graduation requirements.

This course fulfills graduation and AZ University requirements.

Chemistry (H) **(1.0 credit)** AZ03101

This course examines how everything around you is made of matter. Chemistry is the study of the composition of matter and its changes. Chemistry affects all aspects of life and most natural events because all living and nonliving things are made of matter. Chemistry is fundamental to understanding many other sciences. This course will study the structure of matter, its properties, and changes in its properties as a result of chemical reactions. The relationship between the field of chemistry and the scientific method is explored. Topics will include atomic theory and structure, the periodic table, chemical reactions, stoichiometry, equilibrium, gas laws, acids/bases, and environmental chemistry.

This lab science course fulfills graduation requirements.

This course fulfills AZ university requirements.

Earth & Space Science (H) **(1.0 credit)** AZ03008

This course addresses major concepts such as the materials which compose Earth, the rock cycle and types of rocks, Earth's resources, formation and movement of soil, glaciers, deserts, and alluvial landscapes, earthquakes, volcanoes, plate tectonics, mountain building and geologic time. This course explores concepts such as the ocean floor, seafloor sediments, waves, tides, and shoreline processes, characteristics of the atmosphere, precipitation, air pressure and wind, storms, climate, early astronomy, Earth-Moon-Sun interactions, and Solar System. Careers in Earth Science are explored, and key scientists are studied.

This lab science course fulfills graduation requirements.

This course fulfills AZ university requirements.

Physics (H) **(1.0 credit)** AZ03151

This course addresses concepts of mechanics, wave behavior and thermodynamics. Newton's Laws of motion, thermal properties of matter, and thermodynamic systems are also explored. And yes, some of the basic concepts of quantum physics are presented. Understanding mathematics is an important part of learning physics. The program will be supported by an interactive laboratory environment where students will gain hands-on experience with the concepts being studied.

This lab science course fulfills graduation requirements.

This course fulfills AZ university requirements.

Science Core Courses (Alternative Core Courses)

Chemistry in the Community (0.5 credit) AZ03105

In this course, the students will engage in the practical, nonquantitative aspects of chemistry. The focus is on the understanding of chemical concepts and applications.

Conceptual Physics (0.5 credit) AZ03161

In this course, students are introduced to the use of chemicals, characteristic properties of materials, and simple mechanics to better describe the world and nonliving matter. An emphasis is placed on precise measurements and descriptive analysis of experimental results. Topics may include energy and motion, electricity, magnetism, heat, the structure of matter, and how matter reacts to materials and forces.

Environmental Science (H) **(1.0 credit)** AZ03003

This course provides students with an environmental approach to earth resources. General topics include basic ecology, pollution, natural resources, conservation, technology, society and the environment and stewardship of the environment. Notebooks and/or oral and written projects may be required.

Physical Science (H) **(1.0 credit)** AZ03159

In this course, students will study the structures and states of matter. Topics include forms of energy, wave phenomenon,

electromagnetism, and physical and chemical interactions.

Southwest Ecology (H) **(0.5 credit)** AZ18002

This course is the study of the common plants and animals of the Southwest including their distribution, adaptation, behavior, and ecology. This is an introduction to basic field and laboratory techniques used in the study of natural history. Specific field problems will be presented dealing with plant and animal analysis and ecological interrelationships. Habitat preservation will also be discussed. Due to Arizona's rich environment there are opportunities for field trips.

Engineering Design (H) **(1.0 credit)** AZ21006

In this course, students are expected to achieve all four Engineering Design performance expectations related to a single problem in order to understand the interrelated processes of engineering design. These include analyzing major global challenges, quantifying criteria and constraints for solutions; breaking down a complex problem into smaller problems, evaluating alternative solutions based on prioritized criteria and trade-offs, using a computer simulation to model the impact of proposed solutions.

Anatomy & Physiology A&B (1.0 credit) AZ03053

This course is the study of structure and function of the human body. Topics include cells, tissues, organs, organ systems and body systems. This course is for the student interested in the areas of science, nursing, premed, health, physical education and performing arts. An in-depth study of all human systems, structure and functions, is included. Major components of this class are

dissection lab work and writing in depth lab reports. A thorough study of cell structure and function are incorporated in the course. This lab science course fulfills graduation requirements.



Social Studies

9th – 12th grade

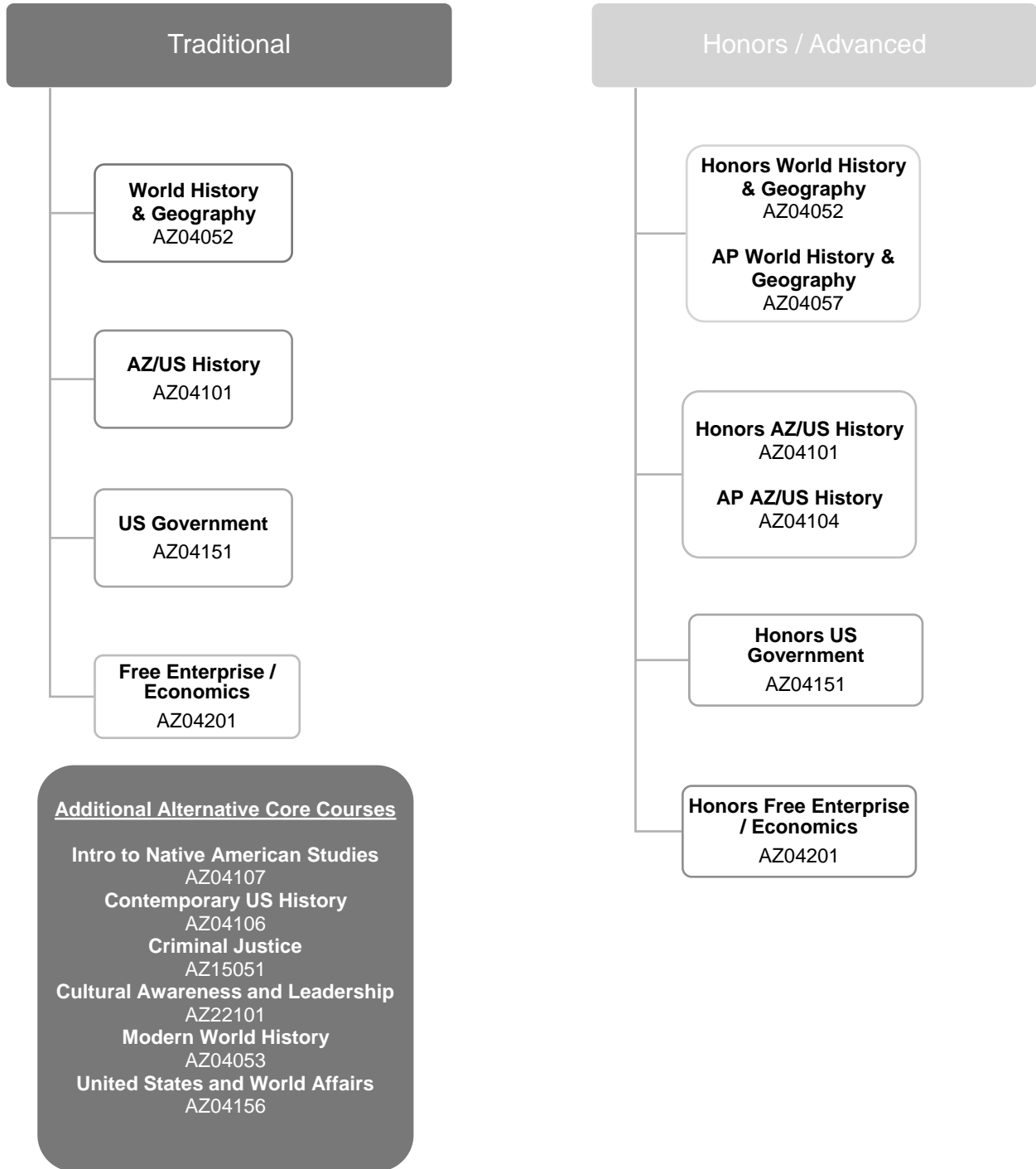
Social Studies follows the C3 Framework to prepare students for college, career, and civic life. Students are given genuine opportunities to think critically, research topics, develop informed opinions, and to express their ideas through speaking and writing through the examination of four core disciplines: history, geography, economics, and civics.

The C3 is driven by the following shared principles about high quality social studies education:

- Social studies prepares the nation's young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

To view the 9-12 Social Studies standards, <https://www.azed.gov/standards-practices/k-12standards/standards-social-studies/>

Social Studies Pathways



Course Descriptions

AZ/US History (H)

(1.0 credit)

AZ04101

This course has the overriding goal of giving students the opportunity to understand how the current domestic and international status of the U. S. developed, with an emphasis on the 20th century. It is designed to help students to identify causes and effects, events and philosophies, which led to the contemporary situation, and provide them with an historical basis for decision making. This course builds on the skills associated with historical inquiry introduced in World History.

This course fulfills graduation and AZ University requirements.

AP United States History (1.0 credit)

AZ04104

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. Students are scheduled for concurrent courses of U.S. History and American Literature, allowing separate study of the two disciplines, as well as activities which integrate the study of our country's history and its literature.

This course fulfills graduation and AZ University requirements.

Free Enterprise / Economics (H)

(0.5 credit)

AZ04201

This course is an introduction to "economic literacy". The course examines various economic systems of the past and the contemporary world. Students study several economic theories, analyze the "mixed economics" of Europe and Asia and confront the economic dilemmas of international development. It also addresses concepts of the American free enterprise system. Students learn about markets, business and labor, banking and finance in the microeconomics sections, measuring economic performance, the government's role in the economy, and international trade and development in the macroeconomics section. Students must present a power point comparing the economies of two countries.

This course fulfills graduation and AZ University requirements.

US Government/Civics (H)

(0.5 credit)

AZ04151

In this course students will understand the essentials, source, and history of the constitutions of the US and Arizona. They will study politics, government, and the responsibilities of good citizenship as they begin to understand the importance of each person as an individual with human and civil rights. The goal of the civics strand is to develop the requisite knowledge and skills to be an informed, responsible, participation in public life. Recognizing the strength and weakness of our society and the ideals set by are constitution.

This course fulfills graduation and AZ University requirements.

World History & Geography (H)
(1.0 credit)
AZ04052

In this course students analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and World History. The course teaches how to evaluate primary and secondary sources as students discuss, analyze, and research different time periods and discover the development of mankind through such topics as geography, early civilizations, Middle Ages, Reformation and the modern world with an emphasis on Western Civilization. This class requires active participation in discussion. Discussion will include the events and cultures of the Middle East, Asia, Europe, and the Americas.

This course fulfills graduation and AZ University requirements.

AP World History & Geography
(1.0 credit)
AZ04057

This course focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures provide areas of historical inquiry for investigation across different periods and regions. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

This course fulfills graduation and AZ University requirements.

Social Studies Core Courses
(Alternative Core Courses)

Contemporary U.S. History (0.5 credit)
AZ04106

This course examines the period from World War II to the present. Through discussions, simulations, speakers, films, videos, and reading and writing experiences, students study the social transformations and critical events of the last five decades: The Cold War, the Arms Race, McCarthyism, JFK, the Civil Rights Movement, the Women's Rights Movement, Vietnam Era, Mass Culture and Counterculture, Watergate, Multinational Corporations, 3rd World Development, the conservative counter-revolution and the U. S. role in the world today.

Criminal Justice (0.5 credit)
AZ15051

This course will examine the nature of criminality, including both legal and social aspects. Topics will include the role of citizens, law enforcement and the court system, relative to crime in a democratic society. This course will focus on the criminal trial process and how courtrooms run through mock trials. An examination of basic forensic techniques and practices will be included. Students will continue to examine laws in the United States and around the world and explore careers opportunities in the criminal justice field.

Introduction to Native American Studies
(0.5 credit)
AZ04107

Introduction to political, economic and social structures of American Indian Nations. This course provides an overview of American Indian tribal cultures prior to contact, the impact of European contact, and the influence of western social systems on tribal nations today. It focuses on groups located in Arizona and other selected groups in relation to cultural, economic, political and social continuity and changes. Topics

include the development and influence of federal policies, past and present issues confronting Native Americans and how Native American individuals and communities maintain their identities as they confront social changes. Students must research and complete a power point presentation.

Modern World History (0.5 credit)

AZ04053

In this course, students will draw connections between the past and the present, across cultures, and among multiple perspectives by examining recurring themes, such as social history, democratic government, and the relationship between history and the arts.

United States and World Affairs (0.5 credit)

AZ04156

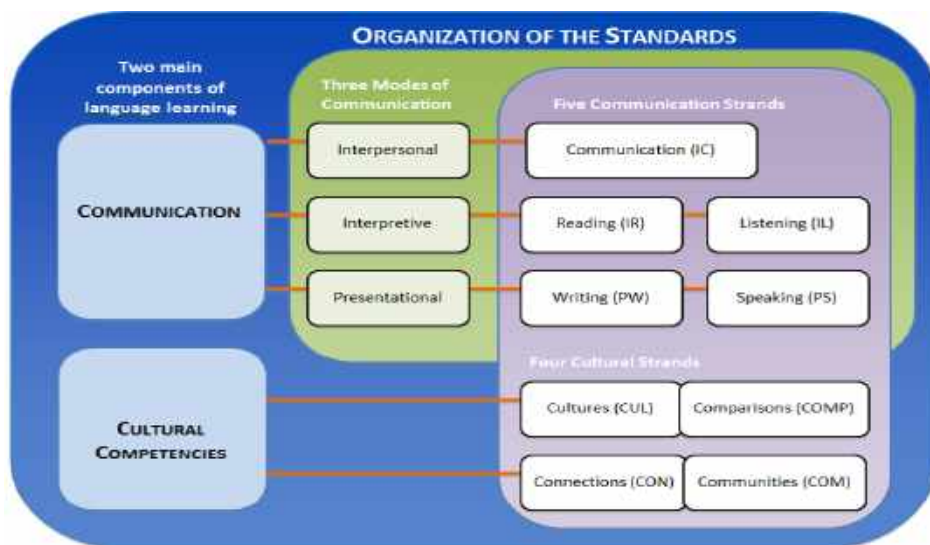
This course is an explorational course that evaluated the United States impact on the world and the world's impact on the development of the United States. It is a literary and analytical course that explores the complexity of a global community.



World Languages

9th – 12th grade

The World and Native Languages Standards describe what students should know and be able to do as they study and learn to communicate in languages other than English. By engaging in learning a world language, students build 21st century literacy skills. Reading, writing, listening, speaking, and viewing are integral to the language learning process. When students learn a second language, they build proficiency in three modes of communication: interpersonal (person-to-person speaking or writing), interpretive (listening and reading), and presentational (one-way speaking and writing). Students learn to maneuver the structures, functions, and patterns of language. They learn to ask and answer questions, identify words, describe, retell stories, interpret text, and apply the conventions of language within the constructs of a culture. *All world languages are completed through our non-traditional program.*



Course Descriptions

Chinese I (1.0 credit)

AZ06401

This is a beginning course in speaking, listening, reading, and writing Mandarin. Students will be able to comprehend and express themselves in phrases, short sentences, and memorized material with the use of simple narratives, descriptions, and authentic materials on a variety of topics. Students will be responsible for completing activities and tasks to learn vocabulary, patterns in grammar, comprehension and creation of sentences, stories, conversations and narratives.

This course fulfills AZ university requirements.

Chinese II (1.0 credit)

AZ06402

In this course students will continue their language journey and learn to speak, read and write Chinese. The learning process will follow the basic components of language learning: practical speaking, listening for comprehension, reading, and writing or typing Chinese characters. Each unit also has a strong cultural component since culture and language are so intimately connected.

This course fulfills AZ university requirements.

French I (1.0 credit)

AZ06121

This is a beginning course in speaking, listening, reading, and writing French. Students will be able to comprehend and express themselves in phrases, short sentences, and memorized material with the use of simple narratives, descriptions, and authentic materials on a variety of topics. Students will be responsible for completing activities and tasks to learn vocabulary,

patterns in grammar, comprehension and creation of sentences, stories, conversations and narratives.

This course fulfills AZ university requirements.

French II (1.0 credit)

AZ06122

In this course, students will continue exploration of French vocabulary and grammar as well as the cultures of many French-speaking countries. Students will be responsible for completing activities and tasks incorporating vocabulary and grammar through listening, speaking, reading, and writing assignments. Students will have the opportunity to put their new knowledge into practice by producing the language.

This course fulfills AZ university requirements.

French III (1.0 credit)

AZ06123

In this course, students will continue exploration of French vocabulary and grammar as well as the cultures of many French-speaking countries. Students will be responsible for communicating in the language studied, completing activities and tasks in conversation. Study includes but is not limited to speaking, reading, and writing assignments.

This course fulfills AZ university requirements.

German I (1.0 credit)

AZ06201

This is a beginning course in speaking, listening, reading, and writing German. Students will be able to comprehend and express themselves in phrases, short sentences, and memorized material with the

use of simple narratives, descriptions, and authentic materials on a variety of topics. Students will be responsible for completing activities and tasks to learn vocabulary, patterns in grammar, comprehension and creation of sentences, stories, conversations and narratives.

This course fulfills AZ university requirements.

German II (1.0 credit)

AZ06202

In this course students will continue in the exploration of German vocabulary and grammar as well as the cultures of many German-speaking countries. Students will be responsible for completing activities and tasks incorporating vocabulary and grammar through listening, speaking, reading, and writing assignments. Students will have the opportunity to put their new knowledge into practice by speaking the language.

This course fulfills AZ university requirements.

Latin I (1.0 credit)

AZ06301

This is a beginning course in speaking, listening, reading, and writing Latin. Students will be able to comprehend and express themselves in phrases, short sentences, and memorized material with the use of simple narratives, descriptions, and authentic materials on a variety of topics. Students will be responsible for completing activities and tasks to learn vocabulary, patterns in grammar, comprehension and creation of sentences, stories, conversations and narratives.

This course fulfills AZ university requirements.

Latin II (1.0 credit)

AZ06302

In this course students will continue exploration of the language of the Romans. Students will be responsible for completing activities and tasks incorporating vocabulary and grammar through listening, speaking, reading, and writing assignments. Students will have the opportunity to put their new knowledge into practice and will engage in conversations with native speakers.

This course fulfills AZ university requirements.

Spanish I (1.0 credit)

AZ06101

This is a beginning course in speaking, listening, reading, and writing Spanish. Students will be able to comprehend and express themselves in phrases, short sentences, and memorized material with the use of simple narratives, descriptions, and authentic materials on a variety of topics. Students will be responsible for completing activities and tasks to learn vocabulary, patterns in grammar, comprehension and creation of sentences, stories, conversations and narratives.

This course fulfills AZ university requirements.

Spanish II (1.0 credit)

AZ06102

In this course students will continue exploration of Spanish vocabulary and grammar as well as the cultures of many Spanish-speaking countries. Students will be responsible for completing activities and tasks incorporating vocabulary and grammar through listening, speaking, reading, and writing assignments. Students will have the opportunity to put their new knowledge into practice.

This course fulfills AZ university requirements.

Spanish III (1.0 credit)

AZ06103

In this course, students will continue exploration of French vocabulary and grammar as well as the cultures of many French-speaking countries. Students will be responsible for communicating in the language studied, completing activities and tasks in conversation. Study includes but is not limited to speaking, reading, and writing assignments.

This course fulfills AZ university requirements.



Arts & Athletics

9 – 12th grade

Skyline Education offers an integrated and comprehensive performance and visual arts education, aligned to the Arizona State Grade Articulated and National Standards, as well as the National Standards for Arts Education.

Skyline Education also offers an integrated and comprehensive athletic program that establishes a strong relationship between success on and off the court or playing field.

In the Arts, the courses offered range within the disciplines of Performing and Visual Arts. Students in grades 9-12 experience and create as they progress through the programs of dance (ballet, jazz, modern, hip-hop and lyrical dance), theater, music, multi-medium and multi-dimensional art, photography, graphics, and beyond. Students create, relate and evaluate from beginning through advanced level by practical, written, and performance-based assessment.

Arts and Athletics are programs that are integrated into the daily schedule. Years of research shows that Arts and Athletics are closely linked to almost everything that we as a nation say we want for our children and demand from our schools: academic achievement, social and emotional development, civic engagement, and equitable opportunity (Smith, Edutopia).

The Athletic program utilizes the Arizona State Standards for Physical Education and the seasonal sports schedule to establish a development and dynamic physical education program that includes competitive sports.

*Availability of some of these classes may vary between schools.

Course Descriptions

Creative Art (0.5 Credit)

AZ05154

In this course students will explore art and its many forms. They will complete projects in cartooning, drawing, painting, while studying art history. Art appreciation, principles of design, and elements of design will also be incorporated into the various projects. Developing the student's unique style and perspective will be fostered.

3-D Art (0.5 credit)

AZ05158

In this course students will create 3-D projects. Students will explore different mediums as they create sculptures and other 3-D works of art. Art history, principles of design, and elements of design will be incorporated into the various projects. Due to Arizona's rich cultural heritage, weaving and basket making skills will be explored.

Art I (Drawing) (0.5 credit)

AZ05156

This course provides new and intermediate artists an opportunity to refine their pencil and charcoal techniques. The class sharpens observational skills and hues value while drawing from objects that are black and white and measuring, proportion and value with quick gestures, while exploring different techniques. Students need 6 levels of pencils and charcoal for class. Students will build a portfolio for art exhibitions.

Art II (Painting) (0.5 credit)

AZ05157

This course provides students, at the intermediate and advanced level, who enjoy painting with various mediums, the opportunity to explore painting. This course includes a variety of techniques for acrylics,

watercolor, pastels, and oils. Students learn about perspective, design and color. They will master the art of new and contemporary brush strokes and color mixing.

Art III (Graphic Design) (0.5 credit)

AZ05162

In this course students will design with a variety of media, objects and creations in 1, 2, and 3D design. Students will be responsible for all aspects of their design which includes pop and historical creations. Students will create a portfolio to show at the art exhibitions. Advanced students will create their own art and designs to be used at Art Walks.

Art IV (Integrated Fine Arts) (0.5 credit)

AZ05201

This course is designed to support the theater students with sets and props for stage and theater. Students will create murals, design objects and provide stage support during the theater productions during the school year. Student's grades are dependent upon teamwork and creativity while supporting the actual production during scenes. Integrated fine arts included the production of visual, musical, dramatic, and theatrical production.

Art V (Pop arts and portfolio) (0.5 credit)

AZ05170

This course is exploratory for those advanced students who are wanting to explore all kinds of art from studio works to graffiti to crafts and architectural design. This course is teacher approved and for advanced students who want to design a portfolio that describes eras of art in society. Independent architectural design to styles of current and modern artist will be explored.

Students who are planning to go to college for art must take this class to build a portfolio prior to college entrance.

Beginning Ballet (0.5 credit)

AZ05049

This is a course for beginners. It introduces the student to the elementary positions of classical ballet. Classes are slow and thorough to ensure proper alignment and understanding.

Intermediate Ballet (0.5 credit)

AZ05047

This course is an extension of the Beginning class for students who are comfortable and can move easily through the positions, barre and center. An emphasis is placed on proper technique and vocabulary.

Advanced Ballet (0.5 credit)

AZ05001

This course is more advanced and rigorous for students with strong technique and the capacity to keep up in a fast-paced class. An emphasis is placed on movement and music interpretation and the study of classic ballet piece.

Beginning Dance (0.5 credit)

AZ05006

In this introductory course students will learn hip-hop, lyrical, jazz, military, and modern dance steps. Students are expected to dress in appropriate dance attire for this class.

Students will perform dance routines at assemblies.

Intermediate Dance (0.5 credit)

AZ05004

This is an intermediate dance course that will teach hip-hop, lyrical, jazz, military, and modern dance steps. Students are expected to dress in appropriate dance attire for this class. This is a more advanced class.

Students will perform dance routines at assemblies.

Advanced Dance (0.5 credit)

AZ05001

This is an advance dance course that specializes in hip-hop, lyrical, jazz, military, and modern dance steps.

Students will perform at assemblies and competition.

Hip Hop (0.5 credit)

AZ05001

This course is an exploration of Hip-Hop culture as it takes shape in different locations around the world. Students will learn about the elements of Hip-Hop dance, including technique, movement, musical rhythm, tempo and phrasing required to develop the skills needed to perform this unique dance form.

Beginning Music (0.5 credit)

AZ05110

This course is for beginners and teaches the beauty and complexity of creating vocal and rhythmic sounds. The relationship between songs and poetry will be explored as well as different types of instruments. Students will perform at assemblies and work toward performing at recitals.

Intermediate Music (0.5 credit)

AZ05111

This is an intermediate course that teaches the beauty and complexity of creating vocal and rhythmic sounds. The relationship between songs and poetry will be explored as well as different types of instruments. Students will examine more complex combinations and styles and learn how to read music.

Students are encouraged to master concepts to progress towards solo performances.

Advanced Music (0.5 credit)

AZ05112

This is an advanced course that specializes in vocal sounds through song and poetry. It is open to students with previous choral experience.

Students will perform at assemblies and work toward performing at recitals.

Students should be mastering vocal sounds to progress towards solo performances.

Beginning Theater (0.5 credit)

AZ05051

This course is a beginners class that will start the student in the study of the history of theater, monologues, voice, theater, theater design and lighting, and stage production. Students in this class will perform at assemblies and work towards creating a stage performance.

Intermediate Theater (0.5 credit)

AZ05052

This is an intermediate course that will continue to develop the students understanding of voice, theater, and stage production.

Students in this class will perform at assemblies and work toward a stage performance.

Students will be expected to coach other students, perform in solos, and promote the Theater Arts program.

Advanced Theater (0.5 credit)

AZ05053

This is an advanced course that will continue to develop the students understanding of the theater as they study voice, theater and stage production. Students in this class will demonstrate determination, confidence, and have a strong presence on and off stage.

They will use of props, and have a wide vocal range as it relates to the theater.

Guitar (0.5 credit)

AZ55105

This course covers the basics of the guitar and an application of essential fundamentals to create an enhanced appreciation for music through playing the guitar. Students will learn how to read music notation, chord symbols, and tablature.

Cheer (0.5 credit)

AZ08014

This course introduces basic skills and techniques of cheerleading such as partner stunts, incorporation of pyramids, safety techniques and jumps.

Physical Education (0.5 credit)

AZ08001

This course offers students a foundation in physical education by exposing them to a variety of individual and team sports. An emphasis is placed on promoting lifetime sports and physical fitness.

Weight/Fitness Training (0.5 credit)

AZ08009

This course is designed to help students develop knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning. Course instructor may include other components such as anatomy and conditioning.

Yoga (0.5 credit)

AZ08005

This course is designed to introduce students, safely and accessibly, to the basic postures, breathing techniques, and relaxation methods of yoga.



General Electives

The General Electives courses offer students an opportunity to explore content. The subjects are complex and apply to a variety of information. An in-depth study of the subjects provides students with practical knowledge. Additional elective courses are offered through our non-traditional program.

*Availability of these courses may vary between schools.

Course Descriptions

Student Council (0.5 credit)

AZ04161

This course is a real-world opportunity to be an elected representative or officer. Students learn to solve problems and use parliamentary procedure. They also develop meeting skills and learn to plan, implement, and evaluate activities. Students study general human relations and the traits of diverse types of leadership, as well as their benefits and hazards.

Personal Finance (1.0 credit)

AZ12149

This course is designed to give student the necessary skills and knowledge to understand the impact of individual choices on occupational goals and future earning potential. Students will acquire knowledge in the areas of finance, debit, credit management and evaluating and understanding insurance and taxes.

Robotics (0.5 credit)

AZ21009

This course will follow basic principles of the curriculum from the FIRST LEGO League (FLL) program, which exposes students to science, technology, engineering and math. Students will problem solve, research, and use critical thinking as essential components of these subjects. FLL introduces students to engineering challenges based on real-world scenarios by building LEGO-based robots to complete specific tasks.

Advanced Test Taking Strategies & Study Skills (0.5 credit)

AZ22003

This course is designed to manage pressure, lower your stress level and raise crucial test scores. Improve individual skill areas that need support in English, Reading, Writing, Math and Science. Learn exceptional test-taking strategies and master academic skills needed on test days.

History of Film (0.5 credit)

AZ05168

This course will guide students to think critically about what they see in film, and to consider the film-making process and decisions made along the way. It also helps students place films in a historical context, using them as a springboard for conversations about social issues. Course content includes a variety of genres of films, study of different photography angles that will give a film a certain feeling, discussion of directors and what made them great (Alfred Hitchcock, Frank Capra, George Lucas etc.) and actors like Sidney Poitier, Cary Grant, James Stewart, and Grace Kelly.

Computer Foundations I (0.5 credit)

AZ10001

This course is an introduction to the fundamentals of how to use personal computers. The primary focus of this course is keyboarding skills. Emphasis is placed on goal of touch-typing and basic word processing skills. Troubleshooting and issues regarding the use of current technology, including Internet safety and "netiquette" will also be discussed.

Computer Foundations II (0.5 credit)

AZ10003

This course will continue to reinforce keyboarding skills while focusing on the use of technology to solve problems. The course will also explore technology in the workplace by using Microsoft Office Products (Word, Excel, PowerPoint, and Publisher) for educational and business purposes.

Media/TV Production (0.5 credit)

AZ11051

This course is designed for those students interested in writing, producing, and performing a television news and announcement program. Hands-on experience with filming, editing, and studio production will be taught. The theory of television production will be emphasized.

Publication Production (0.5)

AZ11104

This course is designed for those students interested in learning the knowledge and skills necessary to produce the school newspaper, yearbook, literary magazine, or other printed publications. Students will gain experience in writing, editing, layout, and production.



Career & Technical Education Courses (CTE)

Secondary CTE courses can be classified into three types: (1) consumer and homemaking education; (2) general labor market preparation; and (3) specific labor market preparation. Specific labor market preparation courses teach students the skills needed to enter an occupational field. Such courses can be grouped into the following occupational program areas:

- Business and office;
- Marketing and distribution;
- Trade and industry (including construction, mechanics and repairs, and precision production);
- Technical and communications

Consumer and homemaking education courses, unlike occupational home economics courses, prepare students for unpaid employment in the home.

General labor market preparation teaches general employment skills-- such as introductory typing or word processing, industrial arts, career education, and applied academic skills.

Specific labor market courses are geared towards job preparation in specific fields.

CTE at the secondary level has traditionally had several objectives, including providing students with general employability skills and preparing them to enter paid and unpaid employment in specific occupations. However, in recent years, the goals of vocational education have expanded to include preparing students not only for entry into work but also for career advancement and entry into further education and training.

*Availability of these courses may vary between schools.

Course Descriptions

Architecture Design (0.5 credit)

AZ17999

Architecture combines art and science to create the designs for buildings and structures. In this course, the students will learn how the manipulation of shapes, forms, space, and light can change the environment. They will learn about architecture history, design, model building, and basic construction while strengthening visual and verbal communication skills.

Business Foundations (0.5 credit)

AZ12053

This course is a foundational survey of the principles, vocabularies, and mechanics of how business firms' function. Financial aspects and Marketing aspects of business are covered. Students will prepare, either individually or in teams, a comprehensive business plan for a new venture.

Consumer Math (0.5 credit)

AZ02157

This course is designed to focus on applying math skills to real world situations. The practical applications include changing money, checking accounts, budgeting, price discounts, markups and markdowns, payroll calculations, and investing.

Functional Life Skills (0.5 credit)

AZ08099

This course is designed to promote life skills independence and knowledge by focusing on grooming, hygiene, personal interactions/relationships, problem solving and personal management (finances, goal setting) resume writing and job interviewing.

Management and Organizational Leadership I (0.5 credit)

AZ12051

This course is designed to examine the fundamentals and principles of management in order to develop an understanding of management in any formal organization. Special attention is paid to planning and decision-making. Emphasis is placed on leadership, group dynamics, inter- group dynamics, organizational structure and design, change, culture, power and politics, environment and technology and organizational behavior in today's global context.

Psychology I (0.5 credit)

AZ04254

Psychology is a scientific study that deals with emotional, behavioral and mental processes of people in society. Special emphasis includes abnormal psychology (psychological disorders and treatments) and social psychology (people's perceptions of themselves and others, group behavior and interpersonal attraction). In addition, other topics covered include personality, learning, memory, and the brain.

Psychology II (0.5 credit)

AZ04255

This course provides the systematic and scientific study of behavior and mental processes of human beings and other animals. Equip yourself with knowledge of human behavior, fears, emotions, and why we do what we do. This course gives students insight into the nature of human behavior by studying important psychological theories. Topics include the theories of Sigmund Freud, behavior modification, personality development, aggression and conflict, mental illness and counseling.

Leadership 1A: Cultural Adaptations (0.5 credit)
AZ04258

This course is designed to both enhance, integrate, and develop understanding, communication, and adaptation among cultural diversity within groups. Students will gain a comprehensive knowledge and appreciation for multiple cultures. Students will gain an understanding of human life, while exploring the nature of behavior, language, economics, social and political organizations.

Leadership 1B: Leadership Foundations (0.5 credit)
AZ04259

This course is designed to enhance, integrate, and develop understanding, communication, and overall leadership in athletics. Students will learn respect for self and others while gaining an understanding of personal responsibility. Students will learn accountability through servant leadership and reflect positive sportsmanship while understanding individual leadership roles.

Careers in Teaching (CIT) Program 1 (0.5 credit)
AZ19151

This course is designed to introduce learning strategies for a career in education where students explore the profession of teachers, paraprofessionals, and teacher-aids. This will be a hands-on program three days a week in an actual Pre-K through 8th-grade classroom and two days in a classroom setting with a professional teacher.

Careers in Teaching (CIT) Program 2 (0.5 credit)
AZ19152

This course is designed to prepare students to plan a class and deliver instruction in a

small group and whole-group settings. Introduction to Human Growth and Development will be explored. This will be a hands-on program three days a week in an actual Pre-K through 8th-grade classroom and two days in a classroom setting with a professional teacher.

Careers in Teaching (CIT) Program 3 (0.5 credit)
AZ19912

This course is designed to prepare students to plan a class and deliver instruction in a small group of STEM or Pre-school environment.

This will be a hands-on program three days a week in an actual Pre-K through 8th-grade classroom and two days in a classroom setting with a professional teacher.

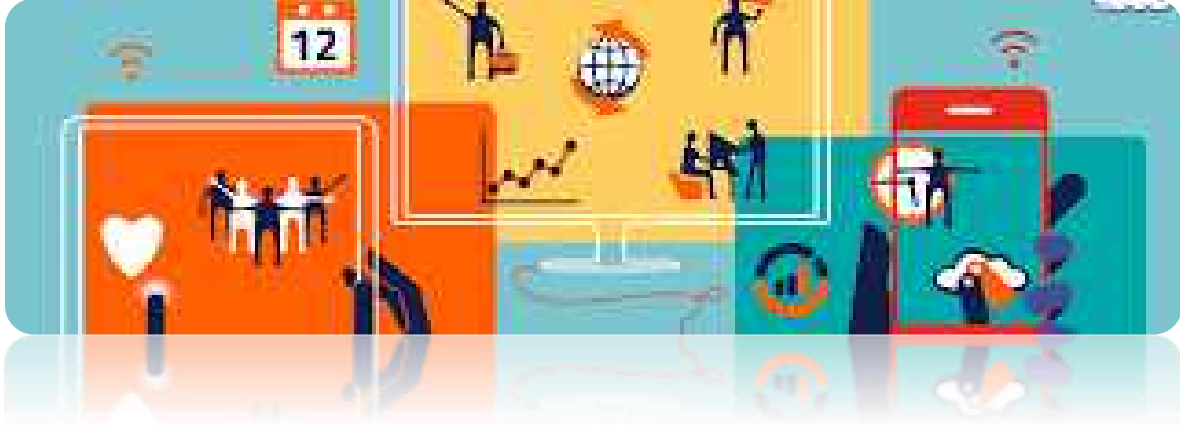
Careers in Teaching (CIT) Program 4 (0.5 credit)
AZ19912

This course is designed to prepare students to plan a class and deliver instruction in a small group of reading, technology, or communications environment.

This will be a hands-on program three days a week in an actual Pre-K through 8th-grade classroom and two days in a classroom setting with a professional teacher.

Work Exploration (0.5 credit)
AZ22153

This program allows students to mix the world of work along with schooling. Students seek out positions that are related to their career of interest or allow them to learn and practice useful job skills that will future their work skills development. Students and parents meet with counselors/collegiate coordinators to focus on career interests and development. Release forms must be completed prior to being accepted to this course.



Non-Traditional Coursework

Our nontraditional courses are academically rigorous courses for college-bound high school students. These courses prepare them for the academic expectations in college. Nontraditional courses are teacher-led courses. Teachers use digital curriculum, projects, assessments, with ongoing and regular student interaction all with the purpose of teaching, evaluating, and providing constant assistance to students throughout the duration of the course. See Appendix B for detailed information.

NCAA Approved Non-Traditional Courses

ELA – English Language Arts		
State Number	Course Name	Credit
A-AZ01005	AP Literature & Composition (E)	0.5
B-AZ01006	AP Literature & Composition (E)	0.5
AZ01104	Creative Writing (E)	0.5
AZ01104	Creative Writing (E)	0.5
A-AZ01011	Honors Language Arts 10/English II (E)	0.5
B-AZ01034	Honors Language Arts 10/English II (E)	0.5
A-AZ01012	Honors Language Arts 11/English III (E)	0.5
B-AZ01035	Honors Language Arts 11/English III (E)	0.5
AB-AZ01056	Honors Language Arts 12/English IV (E)	0.5
AB-AZ01056	Honors Language Arts 12/English IV (E)	0.5
A-AZ01010	Honors Language Arts 9/English I (E)	0.5
B-AZ01033	Honors Language Arts 9/English I (E)	0.5
AZ61101	Journalism (E)	0.5
AZ61101	Journalism (E)	0.5
A-AZ01002	Language Arts 10/English II (E)	0.5
B-AZ01040	Language Arts 10/English II (E)	0.5
A-AZ01003	Language Arts 11/English III (E)	0.5
B-AZ01045	Language Arts 11/English III (E)	0.5
AB-AZ01004	Language Arts 12/English IV (E)	0.5
AB-AZ01004	Language Arts 12/English IV (E)	0.5
A-AZ01001	Language Arts 9/English I (E)	0.5
B-AZ01039	Language Arts 9/English I (E)	0.5
AZ01061	Mythology and Folklore (E)	0.5

Mathematics		
State Number	Course Name	Credit
A-AZ02052	Algebra 1 (E)	0.5
B-AZ02054	Algebra 1 (E)	0.5
A-AZ02056	Algebra 2 (E)	0.5
B-AZ02059	Algebra 2 (E)	0.5
AZ02124	AP Calculus (E)	0.5
AZ02124	AP Calculus (E)	0.5
AZ02203	AP Statistics (E)	0.5
AZ02203	AP Statistics (E)	0.5
A-AZ02072	Geometry (E)	0.5
B-AZ02076	Geometry (E)	0.5
A-AZ02052	Honors Algebra 1 (E)	0.5
B-AZ02054	Honors Algebra 1 (E)	0.5
A-AZ02064	Honors Algebra 2 (E)	0.5
B-AZ02067	Honors Algebra 2 (E)	0.5
A-AZ02072	Honors Geometry (E)	0.5
B-AZ02076	Honors Geometry (E)	0.5
AZ02061	Integrated Mathematics I (E)	0.5
AZ02061	Integrated Mathematics I (E)	0.5
AZ02061	Integrated Mathematics II (E)	0.5
AZ02061	Integrated Mathematics II (E)	0.5
AZ02061	Integrated Mathematics III (E)	0.5
AZ02061	Integrated Mathematics III (E)	0.5
AZ02110	Pre-Calculus (E)	0.5
AZ02110	Pre-Calculus (E)	0.5
AZ02201	Statistics & Probability (E)	0.5
AZ02201	Statistics & Probability (E)	0.5
AZ02103	Trigonometry (E)	0.5
AZ02103	Trigonometry (E)	0.5
AZ02069	Intermediate Algebra (E)	0.5
AZ02999	Mathematical Models with Applications (E)	0.5

Science		
State Number	Course Name	Credit
AZ03207	AP Environmental Science (E)	0.5
AZ03207	AP Environmental Science (E)	0.5
AZ03056	AP Biology (E)	0.5
AZ03056	AP Biology (E)	0.5
AZ03051	Biology (E)	0.5
AZ03051	Biology (E)	0.5
AZ03101	Chemistry (E)	0.5
AZ03101	Chemistry (E)	0.5
AZ03008	Earth & Space Science (E)	0.5
AZ03008	Earth & Space Science (E)	0.5
AZ03003	Environmental Science (E)	0.5
AZ03003	Environmental Science (E)	0.5
AZ15055	Forensic Science I (E)	0.5
AZ15055	Forensic Science II (E)	0.5
AZ03052	Honors Biology (E)	0.5
AZ03052	Honors Biology (E)	0.5
AZ03102	Honors Chemistry (E)	0.5
AZ03102	Honors Chemistry (E)	0.5
AZ03159	Physical Science (E)	0.5
AZ03159	Physical Science (E)	0.5
AZ03151	Physics (E)	0.5
AZ03151	Physics (E)	0.5
AZ03152	Honors Physics (E)	0.5
AZ03152	Honors Physics (E)	0.5

Social Studies		
State Number	State Number	State Number
AZ04004	AP HUMAN GEOGRAPHY E	0.5
AZ04004	AP HUMAN GEOGRAPHY E	0.5
AZ04158	AP US GOVERNMENT & POLITICS E	0.5
AZ04104	AP US HISTORY E	0.5
AZ04104	AP US HISTORY E	0.5
AZ04057	AP WORLD HISTORY E	0.5
AZ04057	AP WORLD HISTORY E	0.5
AZ04201	Economics E	0.5
AZ04201	Honors Economics (E)	0.5
AZ04160	Honors Government (E)	0.5
AZ04097	Honors US History (E)	0.5
AZ04097	Honors US History (E)	0.5
AZ04051	Honors World History (E)	0.5
AZ04051	Honors World History (E)	0.5
AZ04053	Modern World History (E)	0.5
AZ04053	Modern World History (E)	0.5
AZ04151	US Government (E)	0.5
AZ04097	US History (E)	0.5
AZ04097	US History (E)	0.5
AZ04051	World History E	0.5

Foreign Language		
State Number	Course Name	Credit
AZ06401	Chinese I (Edge)	0.5
AZ06402	Chinese II (Edge)	0.5
AZ06121	French I (Edge)	0.5
AZ06122	French II (Edge)	0.5
AZ06123	French III (Edge)	0.5
AZ06201	German I (Edge)	0.5
AZ06202	German II (Edge)	0.5
AZ06301	Latin I (Edge)	0.5
AZ06302	Latin II (Edge)	0.5
AZ06101	Spanish I (Edge)	0.5
AZ06102	Spanish II (Edge)	0.5
AZ06103	Spanish III (Edge)	0.5

Non-Traditional Courses – Not NCAA Approved

	Electives	
State Number	Course Name	Credit
AZ18002	Agribusiness Systems (E)	0.5
AZ10005	Business Computer Information Systems 2020 (E)	0.5
AZ04164	Business Law (E)	0.5
AZ22151	Career Explorations (E)	0.5
AZ22153	Career Management (E)	0.5
AZ22152	Career Planning and Development (E)	0.5
AZ22151	Careers in Allied Health (E)	0.5
AZ21006	Engineering and Design (E)	0.5
AZ21007	Engineering and Product Development (E)	0.5
AZ02154	Financial Math (E)	0.5
AZ02154	Financial Math (E)	0.5
	Fire & Emergency Services (E)	0.5
AZ18002	Food Products and Processing Systems (E)	0.5
	Food Safety and Sanitation (E)	0.5
	Fundamentals of Programming & Software Development (E)	0.5
AZ14251	Health Science Concepts (E)	0.5
AZ14251	Health Science Concepts (E)	0.5
AZ12002	Intro to Business (E)	0.5
AZ12002	Intro to Business (E)	0.5
AZ18999	Introduction to Agriculture, Food, & Natural Resources (E)	0.5
AZ22151	Introduction to Career s in the Health Sciences (E)	0.5
AZ17999	Introduction to Careers in Architecture & Construction (E)	0.5
AZ22151	Introduction to Careers in Arts, A/V (E)	0.5
AZ22151	Introduction to Careers in Education and Training (E)	0.5
AZ22151	Introduction to Careers in Finance (E)	0.5
AZ22151	Introduction to Careers in Government & Public Administration (E)	0.5
AZ22151	Introduction to Careers in Transportation, Distribution, and Logistics (E)	0.5
AZ10152	Introduction to Coding (E)	0.5
AZ19001	Introduction to Consumer Services (E)	0.5
AZ19001	Introduction to Health Science (E)	0.5
AZ19261	Introduction to Human Growth and Development (E)	0.5
AZ19001	Introduction to Human Services (E)	0.5
AZ10055	Introduction to Information Technology (E)	0.5
AZ10055	Introduction to Information Technology Support & Services (E)	0.5
AZ22151	Introduction to Law, Public Safety, Corrections, & Security (E)	0.5
AZ10102	Introduction to Network Systems (E)	0.5
	Introduction to STEM (E)	0.5

AZ22151	Law Enforcement Field Services (E)	0.5
AZ16151	Marketing and Sales for Tourism and Hospitality (E)	0.5
AZ14254	Medical Terminology (E)	0.5
AZ10103	Network System Design (E)	0.5
AZ10201	New Applications: Web Development in the 21st Century (E)	0.5
AZ14051	Nursing Assistant (E)	0.5
AZ72210	Personal Finance (E)	0.5
	Power, Structural, and Technical Systems (E)	0.5
AZ04254	Psychology I (E)	0.5
AZ04254	Psychology I (E)	0.5
AZ12051	Small Business Entrepreneurship (E)	0.5
AZ22151	Software Development Tools (E)	0.5
AZ22151	Sustainable Service Management for Hospitality & Tourism (E)	0.5
AZ10006	Technology & Communications (E)	0.5
AZ12004	Technology and Business (E)	0.5
AZ22151	Transportation and Tours for the Traveler (E)	0.5
AZ10110	Microsoft Office Specialist (E)	0.5
AZ14152	Pharmacy Technician (E)	0.5

Appendix

- A. Ronda S. Owens Academic Honors Program
- B. Non-Traditional Coursework
- C. Test Out for Credit (not for NCAA bound students)
- D. Intent to Graduate Early
- E. Statement of Requirements for Completion of Coursework



General Information

Appendix A

What is the Academic Honors Program?

A program designed to challenge Skyline Education students to go above and beyond in their education fostering exposure to advanced academics including, but not limited to, increased rigor, independent study, project-based learning, capstone projects, and participation in the yearly Academic Honors Fair.

Who is eligible to apply to the Academic Honors Program?

Any enrolled AZ Compass Prep School, Skyline Gila River, or Skyline Prep High School student, grades 9 – 12, may submit an application for review. Students and parent(s)/guardian(s) are encouraged to not only look at past performance as an indicator of success in the program (there is not a GPA requirement) but to consider the following: A student's desire and willingness to put forth their very best effort to grow not only in academics but also in character; a student's willingness to accept and incorporate guidance and feedback from school administration and faculty to aid them in academic and personal growth; a student's willingness and ability to commit to the extra time required for homework, independent study, project completion, and meeting outside of regular class hours with their instructor(s); a parent(s)/guardian(s) willingness and ability to support their student in their efforts to succeed in the program.

When may I apply to the Academic Honors Program?

Academic Honors Program enrollment is perpetual. Applications are accepted on a continuous basis, according to the application deadline table, for entrance into the program in Blocks 1, 2, 3, or 4 of any academic level year (9, 10, 11, or 12).

Entrance into the program...	Block Start Date	Application Due Date
Block 1	Monday, August 3, 2020	Thursday, August 13, 2020
Block 2	Monday, October 12, 2020	Thursday, September 17, 2020
Block 3	Tuesday, January 5, 2021	Thursday, December 10, 2020
Block 4	Monday, March 22, 2021	Thursday, February 25, 2021

How will I receive Academic Honor's Program Instruction?

Academic Honors Program instruction will start within the standard course classroom; honors course and standard course students will be in the classroom together. Academic Honors Program students will work off an enhanced syllabus that will include not only standard classroom instruction but also advanced and independent reading/research/study, additional or advanced homework assignments, potential Capstone Projects and/or Academic Honors Fair presentations, and meetings with instructors outside of regular classroom hours.



How are the Academic Honors Program courses graded?

Our program utilizes a 5.0 weighted Grade Point Average (GPA) scale as our measure of accomplishment. Weighted GPA scales give colleges a better initial sense of the academic potential of students based on the rigor of their coursework; they also lead to greater accuracy in class rankings.

An “A” (5.0) on our weighted scale is worth an extra 1.0 point compared to an “A” (4.0) on a standard scale. Likewise, a “B” (4.0) on our weighted scale is the equivalent of an “A” (4.0) on a standard grading scale.

Letter Grade Earned	Academic Honors Course 5.0 Scale	Standard Course 4.0 Scale
A	5.0	4.0
B	4.0	3.0
C	3.0	2.0
D	1.0	1.0
F	0.0	0.0

Not only are colleges able to identify students who have challenged themselves in high rigor courses by title, they are also able to easily identify success in those courses as well as college readiness by higher GPAs.

Academic recognitions (Valedictorian, Salutatorian, Skyline Scholars, NHS, and NCAA) all rely on GPA as the primary qualifier. Our weighted GPA scale results in higher GPAs for excelling students in addition to a more accurate ranking system where students who take standard courses are not likely to surpass students who take Academic Honors Program courses. This also serves as incentive for students to challenge themselves in honors courses as it won't harm their GPA unless they end up earning significantly poorer grades.

What are the expectations of Academic Honors Students?

Academic Honors Program students are highly encouraged to undertake, individually and collectively, responsibility for their own academic and personal growth while fostering growth in other students through leadership by example, active contribution to a positive classroom environment, consistent completion of assignments with effort and integrity, and respect for and adherence to school/classroom policies and procedures. At minimum, Academic Honors Program students must maintain a 3.0 GPA in all their courses (honor/standard, core/elective) and a 93% attendance rate to remain in the program. Students falling short of expectations will be placed on a Performance Plan for improvement should they desire to remain in the Academic Honors Program.

How will I know if I'm accepted into the Academic Honors Program?

Applicants will be scheduled to meet with their Academic Dean to discuss either their acceptance into the Program/selection of Honors Courses or their Performance Plan for future acceptance. Performance Plans will outline specific areas of concern that should be improved upon in order for students to be accepted into and experience success in the Academic Honors Program.



APPLICATION

FOR ENTRANCE IN BLOCK: 1, Due: 8/13/20 2, Due: 9/17/20 3, Due: 12/10/20 4, Due 2/25/21

Applications must be legible, complete, and submitted by the Due Date for consideration. Once entered into the program, no further application is required unless a student is exited for non-performance.

STUDENT NAME: _____ GRADE: _____

PLEASE CHECK WHICH SKYLINE EDUCATION SCHOOL YOU ATTEND:



HONORS PROGRAM APPLICANTS MUST AGREE TO & INITIAL THE FOLLOWING GUIDELINES:

- _____ I understand Academic Honors Program instruction is incorporated into standard course instruction
- _____ I understand Academic Honors Program coursework/expectations will be defined in enhanced syllabi made available to me at the beginning of each course and I am responsible for following the syllabi
- _____ I commit to coursework that is more rigorous in nature including but not limited to: Additional research & reading, independent study, additional homework, and potential Capstone Projects & Honors Fair Presentations
- _____ I commit to meeting a standard of performance that is significantly higher than regular academic standards
- _____ I commit to additional meeting hours with Academic Honors Program instructors outside of regular class hours
- _____ I understand Academic Honors Program courses will be weighted on a 5.0 scale
- _____ I understand I must maintain a minimum 3.0 GPA/93% attendance to remain in the Academic Honors Program
- _____ I understand I am allowed ONE week after the start of the block to withdraw from an Honors Program course without penalty

THE FOLLOWING DOCUMENTATION MUST BE ATTACHED TO THIS APPLICATION:

- Personal Essay (Typed or NEATLY written, double spaced, no more than 500 words) – Please explain why you would like to enter the Ronda S. Owens Academic Honors Program
- Letter of Recommendation – Form attached (Academic Teacher, School Administrator, Coach, Employer, or Pastor preferred; family members not allowed)
- Current, Unofficial Transcript – Available from your school's Registrar Office

I have thoroughly read the Academic Honors Program Information and Application, understand the expectations of Academic Honors Program students, and submit this application in good faith of fulfilling those expectations.

STUDENT PRINTED NAME: _____ SIGNATURE: _____ DATE: _____

I have thoroughly read the Academic Honors Program Information and Application, understand the expectations of Academic Honors Program students, and agree to support my student in fulfilling those expectations.

PARENT PRINTED NAME: _____ SIGNATURE: _____ DATE: _____



Appendix B

NONTRADITIONAL COURSES

Our nontraditional courses are academically rigorous courses for college-bound high school students. These courses prepare them for the academic expectations in college. Nontraditional courses are teacher-led courses. Teachers use digital curriculum, projects, assessments, with ongoing and regular student interaction all with the purpose of teaching, evaluating, and providing constant assistance to students throughout the duration of the course.

OUR PROGRAM

- Teacher-based, blended learning environment with digital curriculum.
- Each course is equivalent in content, rigor, and expectation of student participation as in core courses.
- Courses are not time flexible courses: they are facilitated by a teacher, during a class period; daily.
- Each course is a full academic block in duration.
- Students must complete the course in its entirety and demonstrate mastery to get a grade.
- Nontraditional courses must be completed within the academic block they are assigned in and cannot be completed earlier or extended; but can be repeated one time.

Courses below are not eligible for nontraditional courses credit

Physical Education, fine arts, typing, art, music, life skills, etc.

CREDIT

The school will provide a grade to reflect the nontraditional course grade on the official high school transcript, identified with "Edge."

Student Responsibilities

Attend class every day and be on time for the duration of the course and assigned block.

Finish your classwork in its entirety and in the allotted time in order to receive a grade.

Stay motivated

Communicate with teacher about attendance, extra help, or feedback to help you improve.



Teacher Responsibilities

Have high expectations for students

Use two-way communication with students via a student-teacher interactive classroom, Google classroom, emails, videoconferencing, and online chats and discussion boards, etc.

Provide rigorous and quality instruction to students daily

Provide in-person, daily and timely feedback on assignments and assessments



Appendix C

TEST OUT FOR CREDIT FORM

Instructions:

1. Discuss rationale for credit by examination with course instructor before you register to take the course. If you decide to attempt the test out, follow the instructions below.

2. If you are registered for the course and later decide you want to do the test out instead, it is the student's responsibility to make arrangements with the Academic Dean.

NOTE: You will only be allowed to drop the course within the first five days of the block.

3. With the assistance of the instructor, complete the following:

Student Name _____ Student ID or SSN _____

Address

Course Number _____

Course Title

Total Number of Credits _____

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Principal Signature _____ Date _____

Academic Dean Signature _____ Date _____

Instructor: Return this form to the Academic Dean for recording.



Appendix D
INTENT TO GRADUATE EARLY FORM

NAME _____ ID # _____ GRADE _____

ALL STATE AND LOCAL GRADUATION REQUIREMENTS MUST BE MET.
 STUDENTS MAY REQUEST TO GRADUATE IN LESS THAN THE REGULAR FOUR-YEAR PERIOD.
 EARLY GRADUATES ARE NOT EXEMPT FROM FINAL EXAMS/STATE ASSESSMENTS.

Curriculum Area	Skyline Graduation Requirements	✓
English	4 credits	
Math	4 credits (Algebra II requirement may be modified using a Personal Curriculum, upon approval R7-2-302.03)	
Science	3 credits	
Social Studies	3 credits (Students must obtain a passing score in the American Civics Act Exam to graduate.)	
Foreign Language	0 credits	
Fine Arts/CTE	1 credit	
PE/Dance	1 credit	
Electives	6 credits	
Total Credits Required	22 credits	

*Students must pass the AZMerit and Civics tests to meet graduation requirements.

SCHEDULED GRADUATION _____ mm/yy

REQUESTED GRADUATION _____ mm/yy

_____ I WILL PARTICIPATE IN THE JUNE _____ GRADUATION CEREMONY.

_____ I WILL NOT PARTICIPATE IN ANY GRADUATION CEREMONY.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Academic Dean Signature _____ Date _____

Principal Signature _____ Date _____



Appendix E

STATEMENT of REQUIREMENT for COMPLETION of
COURSEWORK

Student Name: _____

Instructor Name: _____

Course Name: _____

Course Code: _____

Term: _____

Work to be Completed:

Timeframe to be Completed:

Student Signature: _____

Instructor Signature: _____

Parent/Guardian Signature: _____

Principal Signature: _____

When specific requirements are completed, the instructor will report a change of grade. The responsibility for changing the incomplete grade rests with the instructor.

