COURSE CATALOG
2015–2016

Dear Student:

You are about to begin the important process of selecting your classes for the upcoming school year. You are encouraged to think carefully about the choices you make in selecting your courses, as the classes you select may affect your future opportunities, as well as your overall satisfaction with school.

This course catalog contains most of the information you need to know about our class offerings and educational opportunities. In addition, information about graduation requirements and scheduling procedures are included. It is important to note that *not all courses listed here are offered each semester*. Some courses may not be offered due to student sign-ups, resources available, and/or teacher availability.

The listing of a course under a particular subject heading indicates the course qualifies for meeting subject area requirements for graduation. In rare cases, courses are listed under more than one subject area. These are called course equivalent courses and can be used to meet the graduation requirement in each subject area. Prerequisites are listed to ensure students have the appropriate level of skills when they enter the class. Classes with prerequisites are generally part of a sequence of courses. It is important to review the prerequisites because students who do not have the necessary qualifications will not be permitted to enroll in the class.

As you prepare for preregistration and your selection of classes, please keep the following priorities in mind:

1. **Graduation Requirements:** The high school graduation requirements ensure that each student will attain a certain level of competency, meet the school's requirements and complete a well-rounded high school program. Seniors must meet all the graduation requirements in order to participate in the graduation ceremony.

2. **Future Plans**: Very few high school students know exactly what they intend to do after graduation. In fact, interests and plans often change with experience and education. It is important, therefore, to take courses that lay a foundation for post-high school success. Regardless of your plans, you are encouraged to keep your options open. Take advantage of the comprehensive educational program Thurgood Marshall Academy PCHS has to offer and select from the variety of courses we have available, including college preparatory, academic, artistic, law related education, and general courses.

3. Aptitudes and Abilities: Students should be realistic about their strengths and abilities. Students are encouraged to enroll in classes that are challenging, rewarding, and motivating. Please review the prerequisites for honors and Advanced Placement courses.

Best wishes in making your course selection. If you have questions, please contact your Dean or Academic Administration.

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ARTS, TECHNOLOGY, AND COLLEGE PREPARATION

ART 101: ART I

Students in Introduction to Art I learn the skills and concepts necessary to transform ideas into visual art. The elements and principles of art explored include line, space, shape, form, texture, rhythm, balance, composition, and color. Students develop an art vocabulary through discussing and writing about art and artists. Students expand their creativity by finding multiple solutions to visual "problems," exploring new materials and techniques, and challenging their assumptions about art and culture. *Prerequisites: none* (0.5 credits)

Textbook: Ragans, Rosalind. *Art Talk*. Glencoe/McGraw-Hill, 2004.

ART 200: ART II

Students in Art II learn the skills and concepts necessary to transform ideas into visual art. The elements and principles of art explored include line, space, shape, form, texture, rhythm, balance, composition, and color. Students develop an art vocabulary through discussing and writing about art and artists. Students expand their creativity by finding multiple solutions to visual "problems," exploring new materials and techniques, and challenging their assumptions about art and culture. *Prerequisites: none* (0.5 credits)

Textbook: Ragans, Rosalind. *Art Talk*. Glencoe/McGraw-Hill, 2004.

BUS 100: INTRODUCTION TO BUSINESS

The Introduction to Business course introduces students to the skills needed in creating a business plan. This includes: budgeting, data analysis, and the skills needed to be a successful entrepreneur. *Prerequisites: none* (0.5 credits)

Textbook: Brown, Betty and John E. Clow. *Introduction to Business*. Glencoe/McGraw-Hill, 2007.

BUS 100: INTRODUCTION TO BUSINESS

The Introduction to Business year-long course introduces students to the development and management of businesses. Students master basic economic and business concepts, gain an understanding of and appreciation for the environments in which businesses operate, become familiar with marketing and resource management and connect business concepts to their own lives through the study of personal money management. *Prerequisites: none* (1.0 credits)

Textbook: Brown, Betty and John E. Clow. *Introduction to Business*. 4th ed. New York: Glencoe, 2008

COL PREP: SENIOR SEMINAR

The Senior Seminar course exposes students to the college application process and post-secondary opportunities. Students engage in topics such as: creating a resume, completing college applications, essay writing, interview skills, and financial planning. The course is co-taught by the College Counselor. *Prerequisites: 12th grade standing* (1.0 credit)

DRM 101: DRAMA

Drama is a semester-long course designed for students to engage in the core skills of theatre – production, acting, directing and dramatic techniques. Students learn the basic building blocks of drama, apply elements of drama to a self-created work and utilize exploratory strategies to different genres of drama; Students engage physical theatre and develop their critical eye through constant evaluation. Students study the theatre practitioners in order to encourage them to create theatrical work. Additionally, students engage in practical workshop studies related to the intersection of modern theatre, drama and media. *Prerequisites: none (0.5 credits). Course may be taken numerous times for credit.*

MUS 101: MUSIC APPRECIATION

Music Appreciation exposes students to different types of music. Students analyze how different genres of music are both similar and different. This class consists of various drills performed on the piano. Students also learn about a variety of musical styles and cultures through reading and listening. Students are required to demonstrate skills in music reading, composition, and performance through the keyboard. Students are required to have a weekly piano test demonstrating knowledge of rhythms, note values, and basic performance skills gained throughout the class. Students finish the class with a final exam demonstrating content knowledge (rhythms, notes) and basic performance skills on their particular instruments. *Prerequisites: none* (0.5 credits)

MUS 200: ADVANCED MUSIC

Advanced Music expands on the Music Appreciation introductory course. This class is a continuation of the Music Appreciation course. Students learn about a variety of musical styles and cultures through playing, listening, and analyzing. Students demonstrate skills in music reading, composition, and performance. The study of advanced music is divided into three parts: rhythm, melody, and harmony. *Prerequisites: Music Appreciation I* (0.5 credits)

SAT PREP: SAT PREPARATION

In the 11th grade, students at Thurgood Marshall Academy take SAT Preparation. SAT Prep is a rigorous, semester-long course designed to guide students in preparing to take the Scholastic Aptitude Test (SAT) before their senior year in high school. Rather than focusing only on test taking strategies and "tricks," the course assesses the students' ability in skill sets tested on the SAT, and addresses any gaps in student learning. This strategy allows students to build a solid foundation of skills and knowledge, in addition to practicing more advanced test-taking strategies. *Prerequisites: none* (0.5 credits*)*

Textbook: *The Official SAT Study Guide*. 2nd ed. New York: College Board, 2013.

TECH 100A: COMPUTER APPLICATIONS I

Computer Applications is a semester-long course and is a requirement for all 9th grade students designed as an introduction to the use of computers as a productivity and communication tool. Students develop basic skills in word processing and Internet researching. Students learn the basics of Microsoft Office (Word, Excel, and PowerPoint) applications to enhance computer literacy. This course integrates computer history, basic components of a PC, ethical, legal, and professional uses of computers, and appropriate internet usage and safety. This course is designed to equip students with basic computer literacy and an understanding of technology to ensure they can compete in today's technology driven world. *Prerequisites: none* (0.5 credits)

Textbook: select primary and secondary readings

TECH 200A: ADVANCED COMPUTER APPLICATIONS

Advanced Computer Applications is a half-year elective course designed to further students' understanding and use of computers and the Internet to maximize their potential for information gathering, communication and college-preparedness. Students become proficient users of Microsoft Word, Excel, and PowerPoint, and other academically and professionally relevant application software. Additionally, students learn how to become Internet content creators by creating their own blog and also videographers/film editors when they create their own YouTube video research project. Lastly, students learn advanced formatting and presentation techniques to aid them in all academic endeavors. This course blends class time and online work to equip students with the understanding and advanced computer skills necessary to succeed in post-secondary education and beyond. *Prerequisites: none* (0.5 credits)

Textbook: select primary and secondary readings

TECH 400A: AP COMPUTER SCIENCE

This year-long course is an introduction to the field of computer science. Students are introduced to object-oriented computer programming using the Java programming language. The design and implementation of computer programs is used to study other computer science concepts such as algorithm design and analysis, data structures, and the use of logic in problem solving. *Prerequisites: none* (1.0 credits)

Textbook: Regis, Stuart and Steep, Mary. *Building Java Programs.* 2nd ed., 2011.

ENGLISH

ENG 100: ENGLISH I

The Introduction to English course is designed for the student who is planning to go on to further, post-secondary education prior to entering the work force. It focuses on the study of literature, with the study of several novels highlighting the program. In addition to the novel, drama, poetry, and the short story are studied as basic forms in literature. A study of mythology helps to provide the student with a background for a critical understanding of literature. Compositions are assigned to develop writing skills, and students are introduced to the expository essay. The students are introduced to and taught the skills necessary to work collaboratively and a good deal of the learning is done in groups. Writing assignments and group projects take on a major importance in the student's grade at this level. *Prerequisites: 9th grade standing* (1.0 credit)

Textbook: *Prentice Hall Literature: Language and Literacy*. Pearson, 2010.
Select short stories and novels.

ENG 100H: ENGLISH I (HONORS)

The Introduction to English Honors course is designed for the student who is planning to go on to further, post-secondary education prior to entering the work force. This course focuses on reading many genres of literature, including several longer novels. Much of this reading is done independently in the Honors English class. Students study the novel, drama, poetry and short stories, in addition to mythology. Students are expected to work well with groups and to speak in front of the class frequently for oral presentations. Writing projects, including two research projects, are given for every new unit and after the first quarter much of this writing are completed at home and turned in for comments. This course is for an independent learner who is curious about literature. *Prerequisites: 9th grade standing; must meet honors qualifications* (1.0 credit)

Textbook: *Prentice Hall Literature: Language and Literacy*. Pearson, 2010.
Select short stories and novels.

ENG 200: ENGLISH II: WORLD LITERATURE

World Literature is a thematic genre in which the critical analysis of the literature focuses on identifying and understanding the values and beliefs of cultures throughout the world, and the outcomes when different cultures collide. In addition, students learn how identify their own perspectives, values and beliefs and be able to articulate them in contrast to the literature. Our voyage through world literature is driven by the question: “How is the impact of diversity reflected in the world’s literature?” Students are also challenged to define themselves, their purpose, and their understanding of their place in society, and the world. Each unit of study focuses on the complex issue of diversity and its impact on people and our world. Students prepare for the PARCC examination both through class work and homework. Major emphasis is placed on thematic essays. *Prerequisites: 10th grade standing* (1.0 credit)

Textbook: *Prentice Hall Literature: Language and Literacy*. Pearson, 2010.
Select novels and short stories.

ENG 200H: ENGLISH II: WORLD LITERATURE (HONORS)

World Literature is a thematic genre in which the critical analysis of the literature focuses on identifying and understanding the values and beliefs of cultures throughout the world, and the outcomes when different cultures collide. In addition, students learn how identify their own perspectives, values and beliefs and be able to articulate them in contrast to the literature. Our voyage through world literature is driven by the question: "How is the impact of diversity reflected in the world's literature?" Students are also challenged to define themselves, their purpose, and their understanding of their place in society, and the world. Each unit of study focuses on the complex issue of diversity and its impact on people and our world. Students prepare for the PARCC examination. This class requires much reading, almost all of it done independently and many writing assignments and oral presentations. The student entering this course should be highly motivated. *Prerequisites: 10th grade standing; must meet honors qualifications* (1.0 credit)

Textbook: *Prentice Hall Literature: Language and Literacy*. Pearson, 2010.
Select novels and short stories.

ENG 300: ENGLISH III: AMERICAN LITERATURE

The American Literature course challenges students to interpret, analyze and evaluate literature from the United States of America. The course contains Reading Workshops in which students are exposed to many forms of literature including the short story, novel, essay, and epic poetry. Close study of selected passages focuses on analysis and synthesis of new material. Students participate in formal class discussions, Socratic seminars, and collaborate on major projects to forge a community within the class. Writing Workshops cover several types of writing, including literary analysis and research writing. The journey starts with the America that students see within themselves and leads into how America has been viewed and expressed through literature. This course not only broadens perspectives of America and the literature it has birthed, but it also broadens students' perspectives of themselves and the community in which they reside. *Prerequisites: 11th grade standing* (1.0 credit)

Textbook: *Prentice Hall Literature: Timeless Voices and Timeless Themes: The American Experience*. Pearson, 2010.
Select novels and short stories.

ENG 300H: ENGLISH III: AMERICAN LITERATURE (HONORS)

The American Literature course challenges students to interpret, analyze and evaluate literature from the United States of America. The course contains Reading Workshops in which students are exposed to many forms of literature including the short story, novel, essay, and poetry. Close study of selected passages focus on analysis and synthesis of new material. Students participate in formal class discussions, Socratic seminars, and collaborate on major projects to forge a community within the class. Writing Workshops cover several types of writing, including literary analysis and research writing. Our journey starts with the

America that students see within themselves and leads into how America has been viewed and expressed through literature. This course not only broadens perspectives of America and the literature it has birthed, but it also broadens students' perspectives of themselves and the community in which they reside. *Prerequisites: English 11th grade standing, must meet honors requirements* (1.0 credit)

Textbook: *Prentice Hall Literature: Timeless Voices and Timeless Themes: The American Experience*. Pearson, 2010.
Select novels and short stories.

ENG 400: ENGLISH IV: BRITISH LITERATURE

British Literature is a senior level English course which exposes students to many forms of literature including short stories, novels, and a variety of poems. Students read *Beowulf,* a Shakespearean play, and other classical works of British literature. Student writing focuses on the theme of change as they respond to literature and the world in which they live. Students produce persuasive essays, literary analysis papers, and a research paper. Students participate in formal class discussions, Socratic seminars and collaborate on major projects to forge a community within the class. *Prerequisites: 12th grade standing* (1.0 credit)

Textbook: *Prentice Hall Literature: The British Tradition*. Pearson, 2010.
Select novels and short stories.

ENG 400H: ENGLISH IV: BRITISH LITERATURE (HONORS)

British Literature is a senior level English course which exposes students to many forms of literature including short stories, novels, and a variety of poems. Students read *Beowulf,* a Shakespearean play, and other classical works of British literature. Student writing focuses on the theme of change as they respond to literature and the world in which they live. Students produce persuasive essays, literary analysis papers, and a research paper. Students participate in formal class discussions, Socratic seminars and collaborate on major projects to forge a community within the class. *Prerequisites: 12th grade standing* (1.0 credit)

Textbook: *Prentice Hall Literature: The British Tradition*. Pearson, 2010.
Select novels and short stories.

ENG 403: AP ENGLISH LANGUAGE AND COMPOSITION

The AP English Language and Composition course helps students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who compose for a variety of purposes. Through their writing and reading in this course, students become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. *Prerequisites: 11th or 12th grade standing*; *student who meets AP requirements* (1.0 credit)

Textbook: Peterson Linda and John Brereton. *The Norton Reader*. W.W. Norton & Company, 2003.
Selected fictional and non-fiction works.

ENG 403A: AP ENGLISH LANGUAGE SEMINAR

The AP English Language Seminar is a pass/fail seminar that accompanies the AP English Language and Composition course. Students enrolled in ENG 403 must also enroll in ENG 403A. (0.5 credit)

ENG 404: AP ENGLISH LITERATURE & COMPOSITION

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. Students participate in formal class discussions, Socratic seminars, and collaborate on major projects to forge a community within the class. *Prerequisites: 11th or 12th grade standing*; *student who meets AP requirements* (1.0 credit)

Textbook: Roberts, Edgar V. and Henry Jacobs. *Literature: An Introduction to Reading and Writing*. Prentice Hall, 2006.
Selected fictional and non-fiction works.

ENG 404A: AP ENGLISH LITERATURE SEMINAR

The AP English Language Seminar is a pass/fail seminar that accompanies the AP English Literature and Composition course. Students enrolled in ENG 404 must also enroll in ENG 404A. (0.5 credit)

YRBK -FALL/YRBK SPR: YEARBOOK

The yearbook course is dedicated to the production of the school's yearbook. The school yearbook is an integral part of establishing school spirit and a sense of identity. In this course, students study graphic design, photography, and writing in order to produce the school yearbook. Students focus on exploring how to communicate through shapes, colors, and perception. Basic photography skills are incorporated into the course including digital editing. *Prerequisites: none* (0.5 credits). *Course may be taken numerous times for credit.*

ENG 405: PUBLIC SPEAKING

Public Speaking is a semester-long course designed to familiarize students with the basics of communication and guide them through the process of writing, delivering, and evaluating speeches. By the end of the course, students will have written, delivered, and evaluated a variety of speeches, and will be more comfortable with both planned and impromptu speaking, as well as speaking in formal and informal situations. *Prerequisites: none* (0.5 credits)

FOREIGN LANGUAGE

FLS 100: SPANISH I

Spanish I focuses on getting to know one's self and family through the Spanish language as well as introducing the target culture to the source culture and making comparisons between the two. The course covers a range of topics from family, holidays, cultural differences and similarities, Mexican and Puerto Rican rights in the US, Spain, Frida Kahlo, travel, immigration laws, English-Only laws, leisure activities, art, poetry and the self. Students focus on skills that include: conjugating present tense verbs; asking and answering questions in complete sentences; using present progressive; writing in complete, simple sentences; showing subject/verb and subject/adjective agreement; and knowing basic parts of speech and their relationship to each other in Spanish. Students acquire basic skills that allow them to ask for and give information about themselves as well as their surroundings. *Prerequisites: none* (1.0 credit)

Textbook: Palo Boyles, Peggy, et al. *Realidades 1.* Boston: Pearson, 2011.

FLS 200: SPANISH II

Spanish II focuses on interacting with the world both realistically and fictionally. The driving question is, "How do parts make up the whole?" Students continue to make distinctions between the target culture and the source culture. Students explore their past, present, and future and how each affects the other. The course cover a range of topics, including: health; travel; immigration laws; Cuba and the embargo; the Buena Vista Social Club; Communism vs. Democracy; Ernesto Che Guevara; Aztec, Maya, and Inca civilizations; and story-telling. *Prerequisites: Spanish I (*1.0 credit)

Textbook: Palo Boyles, et al. *Realidades 2.* Boston: Pearson, 2011.

FLS 200H: SPANISH II (HONORS)

Spanish II Honors focuses on interacting with the world both realistically and fictionally. The driving question is, "How do parts make up the whole?" Students continue to make distinctions between the target culture and the source culture. Students explore their past, present and future and how each affects the other. The course covers a range of topics, including: health; travel; immigration laws; Cuba and the embargo; the Buena Vista Social Club; Communism vs. Democracy; Ernesto Che Guevara; Aztec, Maya, and Inca civilizations; and story-telling The honors section of Spanish II moves at a more rapid pace and is intended for students who wish to pursue advanced studies of Spanish. *Prerequisites: Spanish I; must meet honors qualifications* (1.0 credit)

Textbook: Palo Boyles, et al. *Realidades 2.* Boston: Pearson, 2011.

FLS 300: SPANISH III

The third year of Spanish focuses on the driving essential question, “How does doing my part change the whole?” Students continue to make distinctions between the target culture and the source culture. Students explore topics more in depth and use the Spanish language to develop resolutions to ongoing problems within the community as well as in the world. The course covers a range of topics, including: the environment; architecture; language conflict in the Basque region of Spain; freedom of expression; art in the revolution; and Spanish literature, including excerpts from Don Quijote and Lazarillo de Tormes. *Prerequisites: Spanish II* (1.0 credit)

Textbook: Palo Boyles, et al. *Realidades 3.* Boston: Pearson, 2011.

FLS 300H: SPANISH III (HONORS)

The third year of Spanish focuses on the driving essential question, “How does doing my part change the whole?” Students continue to make distinctions between the target culture and the source culture. Students explore topics more in depth and use the Spanish language to develop resolutions to ongoing problems within the community as well as in the world. The course will cover a range of topics, including: the environment; architecture; language conflict in the Basque region of Spain; freedom of expression; art in the revolution; and Spanish literature, including excerpts from Don Quijote and Lazarillo de Tormes. The honors section is recommended for a student who will prefer a faster paced approach to language learning, with a particular emphasis on strong oral communication. *Prerequisites: Spanish II* (1.0 credit)

Textbook: Palo Boyles, et al. *Realidades 3.* Boston: Pearson, 2011.

FLS 400: SPANISH IV

The fourth year of Spanish focuses on the driving essential question, “How does doing my part change the whole?” Students continue to make distinctions between the target culture and the source culture. Students explore topics more in depth and use the Spanish language to develop resolutions to ongoing problems within the community as well as in the world. The instructor speaks in Spanish for 80–100% of the class and students use the language regularly. Additionally, students complete a year-long study of particular topic of interest relevant to the Spanish speaking world. *Prerequisites: Spanish III* (1.0 credit)

Textbook: Palo Boyles, et al. *Realidades 3.* Boston: Pearson, 2011.

HEALTH AND PHYSICAL EDUCATION

HPE 103: PHYSICAL EDUCATION

The Physical Education program focuses on students being introduced to and developing skills in various physical activities, increasing self-confidence, cooperating within group settings, and acquiring lifetime health and fitness skills and knowledge. *Prerequisites: 9th grade standing* (0.5 credits). *Course may be taken multiple times for credit to meet health/PE requirement.*

HPE 105: HEALTH

Students taking this course have a background in Earth Science that allows for them to understand the basic principles followed in science as it pertains to health. Each unit in the course reviews the major divisions of health, including mental, social, nutritional, physical, and sexual health. The purpose of the course is to teach students how the information presented in class transcends to healthy living as young adults and throughout life as well as how to share the information with the community at large. The community health responsibility is taught through the student presentation of a school and community health fair. The students' study of health also enhances their reading, math, and connections to the law, government, and public policy. Students leave the course with a solid foundation in health and wellness and how to apply that knowledge to their daily lives and the community around them. *Prerequisites: none* (0.5 credits)

Textbook: Pruit, B. E., John Allegrante, and Prothow-Stith. *Health*. Prentice Hall, 2006.

HPE 106: PHYSICAL EDUCATION II

The upper grade Physical Education program focuses on students being introduced to and developing advanced skills in various physical activities, focusing on muscular strength and endurance, maintenance and improvement of physical fitness, cardiovascular endurance and body composition. Students also focus on developing lifetime fitness skills by developing a personalized fitness plan. *Prerequisites: none* (0.5 credits). *Course may be taken multiple times for credit to meet health/PE requirement.*

MATHEMATICS

MAT 101: ALGEBRA I

Algebra is a comprehensive course of Mathematics in which students build an understanding of real numbers by using symbolic, graphic, and numeric representations as they solve equations and inequalities. Students use tables, graphs, verbal rules, and symbolic rules to describe linear, quadratic, and exponential functions. Students choose the best model for data. The course covers tools for Algebra, equations, inequalities, proportions, graphs and functions, linear equation and their graphs, systems of equations and inequalities, exponents, polynomials, and quadratic equations. Emphasis is placed on reviewing mathematical concepts required for success in upper math classed including whole numbers, fractions, decimals, rations, and proportions. *Prerequisites: none* (1.0 credit)

Textbook: Charles, Randal I. *Algebra I*. New Jersey: Pearson. 2011.

MAT 101H: ALGEBRA I (HONORS)

Algebra is a comprehensive course of mathematics in which students study linear, quadratic, exponential, and logarithmic functions. They learn how these functions can be used to model data and solve applications. This course includes symbolic and graphical methods. Graphical solutions to equations are explored through the use of a graphing calculator. This course also includes systems of equations, inequalities, complex numbers, and matrix operations. The course covers real numbers, algebraic expressions, equations, graphs and functions, equations and inequalities, systems of equations, exponents, polynomials, polynomial functions, rational expressions, rational exponents, radicals and complex numbers, quadratic equations and functions, and exponential and logarithmic functions. *Prerequisites: must meet honors requirements* (1.0 credit)

Textbook: Martin-Gay, Elayn and Margaret Greene. *Intermediate Algebra: A Graphing Approach*. Prentice Hall, 2009.

MAT 201: ALGEBRA II

Algebra II is the third course in the college preparation sequence and completes the transition from computational math to graphical representations and functions. Students start by reviewing algebraic methods to solve two and three variable systems of equations. The course then covers basic matrix operations and focuses on solving systems of equations in two and three variables using Cramer’s Rule, augmented matrices, and matrix equations. Students then learn to manipulate radical expressions and to rationalize using conjugates. After an introduction to radicals, students focus on learning to solve quadratic equations with square roots, factoring, and the quadratic equation. Students learn to manipulate imaginary numbers and solve equations with imaginary solutions. The course concludes with a study of quadratic functions and parabolas. Students work with functions represented as equations, tables, or graphs. Students learn methods of converting functions between different forms.

The course concludes with a study of transformations of parent functions and the derivation of the vertex form of a quadratic equation. *Prerequisites: Algebra I* (1.0 credit)

Textbook: Charles, Randal I. *Algebra II*. New Jersey: Pearson. 2011.

MAT 201H: ALGEBRA II (HONORS)

Algebra II Honors is the third course in the college preparation sequence and completes the transition from computational math to graphical representations and functions. Students start by reviewing algebraic methods to solve two and three variable systems of equations. The course then covers basic matrix operations and focuses on solving systems of equations in two and three variables using Cramer's Rule, augmented matrices, and matrix equations. Students then learn to manipulate radical expressions and to rationalize using conjugates. After an introduction to radicals, students focus on learning to solve quadratic equations with square roots, factoring, and the quadratic equation. Students learn to manipulate imaginary numbers and solve equations with imaginary solutions. The course concludes with a study of quadratic functions and parabolas. Students work with functions represented as equations, tables, or graphs. Students learn methods of converting functions between different forms. The course introduces transformations of parent functions and the derivation of the vertex form of a quadratic equation. The course concludes by completing the square and conducting a survey of conic sections and their graphs. *Prerequisites: Algebra I; must meet honors requirements* (1.0 credit)

Textbook: Charles, Randal I. *Algebra II*. New Jersey: Pearson. 2011.

MAT 301: GEOMETRY

Geometry is the second year in a three year college prep math sequence. This course emphasizes logic and problem solving. The course explores properties of angles, parallel and perpendicular lines, polygons, and right triangles. Students are introduced to informal proofs and use the proofs to defend their thinking. Students review their Algebra skills by integrating equation solving and graphing with their new geometric knowledge. *Prerequisites: None* (1.0 credit)

Textbook: Charles, Randal I. *Geometry*. New Jersey: Pearson. 2011.

MAT 301H: GEOMETRY (HONORS)

Geometry is the second year in a three year college prep math sequence. This course emphasizes logic and problem solving. The course explores properties of angles, parallel and perpendicular lines, polygons, and right triangles. Students are introduced to informal and formal proofs and use the proofs to defend their thinking. In addition, the honors section incorporates rigorous Algebra skills such as solving quadratic equations, systems of equations, and radicals throughout the year. *Prerequisites: None* (1.0 credit)

Textbook: Charles, Randall. *Geometry*. New Jersey: Pearson. 2011.

MAT 401: PRE-CALCULUS

Pre-calculus is the fourth course in the college preparation sequence and introduces the important non-linear functions and emphasizes their graphs. Students study higher order polynomials and learn how to factor, divide, and evaluate roots of third and fourth order functions. Additional topics include the study of polynomials up to degree four, study of rational functions with emphasis on domain, continuity, asymptotes, and end time behavior and graph rational functions and predict the behavior of their graphs. Exponential and logarithmic functions are covered. The course emphasizes real-world applications of exponential functions, including compound interest, population growth, and radioactive decay. Students learn to simplify and solve logarithmic and exponential equations. Fundamental concepts of trigonometry are covered and students transform the trigonometric functions from their parent functions and create trigonometric models. The course concludes with a study of the applications and theorems of trigonometry. Students learn the Pythagorean identities and use them to prove basic trigonometric identities. Students apply the Law of Sines, Law of Cosines, and inverse trigonometric functions to solve equations. *Prerequisites: Algebra II* (1.0 credit)

Textbook: Larsons/Edwards, "Pre-Calculus with Limits". 5th Edition. California: Brooks/Cole, 2010.

MAT 401H: PRE-CALCULUS (HONORS)

Pre-calculus Honors is the fourth course in the college preparation sequence and introduces the important non-linear functions and emphasizes their graphs. Students study higher order polynomials and learn how to factor, divide, and evaluate roots of third and fourth order functions. This honors course requires students to delve deeply into application of concepts and includes project and activity based assessments. Additional topics include the study of polynomials up to degree four, study of rational functions with emphasis on domain, continuity, asymptotes, and end time behavior and graph rational functions and predict the behavior of their graphs. Exponential and logarithmic functions are covered. The course emphasizes real-world applications of exponential functions, including compound interest, population growth, and radioactive decay. Students learn to simplify and solve logarithmic and exponential equations. Fundamental concepts of trigonometry are covered and students to transform the trigonometric functions from their parent functions and create trigonometric models. The course concludes with a study of the applications and theorems of trigonometry. Students learn the Pythagorean identities and use them to prove basic trigonometric identities. Students apply the Law of Sines, Law of Cosines, and inverse trigonometric functions to solve equations. *Prerequisites: Algebra II* (1.0 credit)

Textbook: Larsons/Edwards, "Pre-Calculus with Limits". 5th Edition. California: Brooks/Cole, 2010.

MAT 402H: CALCULUS (HONORS)

The Calculus course develops students' understanding of the concepts of calculus and provides experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. The connections among these representations are fundamental to the framework of the Calculus course. Technology is used regularly by students and teacher to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. The course emphasizes the cohesiveness among themes of derivatives, integrals, limits, approximation, and applications and modeling. Students work with functions represented in a variety of ways: graphically, numerically, analytically, or verbally. In addition, students understand the meaning of the derivative in terms of a rate of change and local linear approximation and use derivatives to solve a variety of problems, understand the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change, understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus, model a written description of a physical situation with a function, a differential equation, or an integral and use technology to help solve problems, experiment, interpret results, and verify conclusions. *Prerequisites: Algebra I, Geometry, and Algebra II* (1.0 credit)

Textbook: TBD

MAT 402AP: AP CALCULUS

The AP Calculus course develops students' understanding of the concepts of calculus and provides experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, and analytically, and verbally. The connections among these representations are fundamental to the framework of the Calculus course. Technology will be used regularly by students and teacher to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. The course emphasizes the cohesiveness among themes of derivatives, integrals, limits, approximation, and applications and modeling. *Prerequisites: Algebra I, Geometry, and Algebra II* (1.0 credit)

Textbook: Edwards, Larson. *Calculus a Single Variable*. 9th ED. Brooks Kole, 2010.

MAT 403: AP STATISTICS

The AP Statistics is a yearlong course in which students to develop skills that will allow them to gather, organize, display and summarize data. Through the course, students learn to draw conclusions or make predictions from the data and assess the relative chances for certain events happening. This course introduces students to four major conceptual themes: observing and exploring data, planning a statistically valid investigations, anticipating patterns and using probability and simulations for predicting outcomes and confirming or rejecting models through statistical inference. Technology is an integral part of the course and allows students to analyze data effectively. *Prerequisites: Algebra I, Geometry, and Algebra II* (1.0 credit)

MAT 402A: AP CALCULUS SEMINAR

The AP Calculus Seminar is a pass/fail seminar that accompanies the AP Calculus and course. Students enrolled in MAT 402 must also enroll in MAT 402A. (0.5 credit)

MAT 403A: AP STATISTICS SEMINAR

The AP Statistics Seminar is a pass/fail seminar that accompanies the AP Calculus and course. Students enrolled in MAT 403 must also enroll in MAT 403A. (0.5 credit)

MAT 404: STATISTICS

Statistics is a yearlong course in which students to develop skills that will allow them to gather, organize, display and summarize data. Through the course, students learn to draw conclusions or make predictions from the data and assess the relative chances for certain events happening. This course introduces students to four major conceptual themes: observing and exploring data, planning a statistically valid investigations, anticipating patterns and using probability and simulations for predicting outcomes and confirming or rejecting models through statistical inference. Technology is an integral part of the course and allows students to analyze data effectively. *Prerequisites: Algebra I, Geometry, and Algebra II* (1.0 credit)

Textbook: select primary and secondary texts

SCIENCE

SCI 100: EARTH AND SPACE SCIENCE

Earth and Space Science is a year-long laboratory science which introduces students to high school science. The purposes of the course are for students to be able to understand how Earth and Space Science applies to the world around them and explore the concepts of Earth and Space Science through text, laboratories, benchmark assessments, and projects. Students engage in off-site field trip activities to supplement course content. Earth and Space Science consists of four major sciences: oceanography (the study of the ocean), geology (the study of rocks and minerals), astronomy (the study of outer space), and meteorology (the study of weather and climate). In addition, the students acquire important legal/law-related skills while gaining an understanding of the legal issues that arise within the realm of Earth Science. *Prerequisites: none* (1.0 credit)

Textbook: Tarbuck, Edward J. and Frederick K. Lutgens. *Earth Science*. Boston: Pearson Prentice Hall. 2009.

SCI 100H: EARTH AND SPACE SCIENCE (HONORS)

Earth and Space Science (Honors) is a year-long laboratory science which introduces students to high school science. The purposes of the course are for students to be able to understand how Earth and Space Science applies to the world around them and explore the concepts of Earth and Space Science through text, laboratories, benchmark assessments, and projects. The honors section delves deeper into understanding the foundations of science and inquiry based learning. Students engage in off-site field trip activities to supplement course content. Earth and Space Science consists of four major sciences: oceanography (the study of the ocean), geology (the study of rocks and minerals), astronomy (the study of outer space), and meteorology (the study of weather and climate). In addition, the students acquire important legal/law-related skills while gaining an understanding of the legal issues that arise within the realm of Earth Science. *Prerequisites: must meet honors requirements* (1.0 credit)

Textbook: Tarbuck, Edward J. and Frederick K. Lutgens. *Earth Science*. Boston: Pearson Prentice Hall. 2009.

SCI 101: APPLIED INTEGRATED SCIENCE (AIS)

Applied Integrated Science is a yearlong laboratory science which brings together many inclusive aspects of science that students will encounter throughout their high school science core curriculum. By using study methods that vary and by learning high school integrated science definitions, students can excel even in the most demanding college preparatory science courses. Through the use of high school integrated science vocabulary and science as inquiry students are brought to make this concrete real-life connection between advanced science and the world around them. This Applied Integrated Science course is designed to: instruct students in foundational science concepts to prepare students to exist in an

increasingly technological society, develop the students' analytical, problem solving, and laboratory skills and integrate math, science and technology. Students will investigate science inquiry, measurement, introductory life science, chemical and physical changes, and cycles of matter. *Prerequisites: None (*1.0 credit)

Textbook: Tarbuck, Edward J. and Frederick K. Lutgens. *Earth Science*. Boston: Pearson Prentice Hall. 2009.

SCI 200: CHEMISTRY

Chemistry is a laboratory science, which allows for students to bring the text to life. Students utilize the scientific method to test hypotheses, make predictions, create models, and practice skills necessary for successful scientific inquiry. Students engage in a number of laboratories throughout the course. These laboratories are assessed through lab reports and practical exams. The lab reports reinforce the scientific method in each topic covered throughout the course. The work done in the chemistry lab further prepares the students for their lab sciences in college. The skills used in the labs include maintaining laboratory safety, using scientific instruments and equipment, measuring volume, and applying math skills to solve numeric equations. The chemistry course also allows students to enhance their mathematical and literacy skills. Students integrate the mathematical concepts with literacy through math communication and expressing their numeric findings by writing basic scientific literature. Literacy is also enhanced through reading the text and relevant scientific literature, as well as through the written laboratory reports. *Prerequisites: Algebra I* (1.0 credit)

Textbook: Buthelezi, Thandi, et al. *Chemistry: Matter and Change*. New York, NY: McGraw-Hill Companies, Inc., 2013.

SCI 200H: CHEMISTRY (HONORS)

Chemistry Honors is a laboratory science, which allows for students to bring the text to life. Students utilize the scientific method to test hypotheses, make predictions, create models, and practice skills necessary for successful scientific inquiry. Students engage in a number of laboratories throughout the course. These laboratories are assessed through lab reports and practical exams. The lab reports reinforce the scientific method in each topic covered throughout the course. The work done in the chemistry lab further prepares the students for their lab sciences in college. The skills used in the labs include maintaining laboratory safety, using scientific instruments and equipment, measuring volume, and applying math skills to solve numeric equations. The chemistry course also allows students to enhance their mathematical and literacy skills. Students integrate the mathematical concepts with literacy through math communication and expressing their numeric findings by writing basic scientific literature. Literacy is also enhanced through reading the text and relevant scientific literature, as well as through the written laboratory reports. *Prerequisites: Algebra I and; must meet honors requirements* (1.0 credit)

Textbook: Buthelezi, Thandi, et al. *Chemistry: Matter and Change*. New York, NY: McGraw-Hill Companies, Inc., 2013.

SCI 500: CHEMISTRY II

Chemistry II is a laboratory science that promotes enduring, conceptual understandings and the content that supports them. This course enables students to spend less time on factual recall and more time on inquiry-based learning of essential concepts, and helps them develop the reasoning skills necessary to engage in the science practices used throughout their study of Chemistry II. The course is a continuation of Chemistry with a focus on a deeper level of learning through building an enduring understanding from the many examples or applications with an emphasis on inquiry and reasoning. The Chemistry II course is designed with the rigor of the general chemistry course usually taken during the first college year. Students will organize and interpret results from observation and experimentation, and to draw conclusions or make inferences from experimental data, including data presented in graphic or tabular form. Students integrate the mathematical concepts with literacy through math communication and expressing their numeric findings by writing basic scientific literature. Literacy is also enhanced through reading the text and relevant scientific literature, as well as through the written laboratory reports. *Prerequisites: Algebra I and; must meet honors requirements* (1.0 credit)

Textbook: *Cracking the SAT II Chemistry Subject Test*. Princeton Review, 2013.

SCI 202: AP CHEMISTRY

AP Chemistry is a laboratory science that promotes enduring, conceptual understandings and the content that supports them. This course enables students to spend time on inquiry-based learning of essential concepts and helps them develop the reasoning skills necessary to engage in the science practices used throughout their study of Chemistry II. The course is a continuation of Chemistry with a focus on a deeper level of learning through building an enduring understanding from the many examples or applications with an emphasis on inquiry and reasoning. The Chemistry II course is designed with the rigor of the general chemistry course usually taken during the first college year. Studentsorganize and interpret results from observation and experimentation and draw conclusions or make inferences from experimental data, including data presented in graphic or tabular form. Students integrate the mathematical concepts with literacy through math communication and express their numeric findings by writing basic scientific literature. Literacy is also enhanced through reading the text and relevant scientific literature, as well as through the written laboratory reports. *Prerequisites: Algebra I and; must meet honors requirements* (1.0 credit)

Textbook: Zumdahl, Steven S., et. Al., Chemistry, 9th Edition. Boston, New York, Houghton Mifflin Company, 2007.

SCI 300: BIOLOGY

Biology is the study of life and in this laboratory course, students create models and participate in activities to explain real-world phenomena. Throughout the year, students study ecology, cell biology, genetics, evolution, comparative anatomy, and law through a variety of assignments and projects to reinforce the ideas, concepts, and skills learned in class. To

prepare students for the rigor of a college laboratory science, students also complete laboratories and/or dissections in every unit. The lab permits students to see firsthand how biology works in everyday life and to further explain the topics discussed. *Prerequisites: none* (1.0 credit)

Textbook: Miller, Kenneth R. and Joseph S. Levine. *Biology*. Boston: Pearson. 2010.

SCI 300H: BIOLOGY (HONORS)

Biology is the study of life and in this laboratory course students create models and participate in activities to explain real-world phenomena. Throughout the year, students study ecology, cell biology, genetics, evolution, comparative anatomy, and law through a variety of assignments and projects to reinforce the ideas, concepts, and skills learned in class. To prepare students for the rigor of a college laboratory science, students also complete laboratories and/or dissections in every unit. The lab permits students to see firsthand how biology works in everyday life and to further explain the topics being discussed. In addition, as an honors class, students think and solve biological problems using analytical thinking and application of concepts, often completing such work independently. *Prerequisites: must meet honors requirements* (1.0 credit)

Textbook: Miller, Kenneth R. and Joseph S. Levine. *Biology*. Boston: Pearson. 2010.

SCI 400: PHYSICS

Physics is a laboratory science, which allows for students to bring the text to life. The physics lab plays an important role in understanding the major concepts of physics. To prepare students for the rigor of a college laboratory science, students complete one lab per week. The lab permits students to see firsthand how physics equations work in everyday life. Students keep laboratory notebooks where they prepare pre-labs before the actual laboratory, record data while completing the lab, and answer post-lab questions to draw conclusions on the topic. The weekly lab reinforces the principles of the scientific method and help students formulate ideas on how to design experiments to support a claim they may have in science. *Prerequisites: 10th–12th grade standing* (1.0 credit)

Textbook: Hewitt, Paul G. *Conceptual Physics*. Boston: Addison-Wesley, Boston. 2010.

SCI 400H: PHYSICS (HONORS)

Physics Honors is a laboratory science, which allows for students to bring the text to life. The physics lab plays an important role in understanding the major concepts of physics. To prepare students for the rigor of a college laboratory science, students will complete one lab a week. The lab permits students to see firsthand how physics equations work in everyday life. Students are keep laboratory notebooks where they prepare pre-labs before the actual laboratory, record data while completing the lab, and answer post-lab questions to draw conclusions on the topic. The weekly lab reinforces the principles of the scientific method and help students formulate ideas on how to design experiments to support a claim they may have in science. *Prerequisites: 10th–12th grade standing; must meet honors requirements* (1.0 credit)

Textbook: Hewitt, Paul G. *Conceptual Physics*. Boston: Addison-Wesley, Boston. 2010.

SCI 402: ENVIRONMENTAL SCIENCE

Environmental Science is a year-long laboratory and garden based science course that weaves in concepts from Ecology, Earth Science, Biology and Chemistry to broaden and deepen understandings of the scientific, economic, and social issues that most directly affect society. This course connects students to their environment, specifically the Anacostia watershed through hands-on investigations, data analysis, experimentation, social action, and self-reflection directed towards achieving a more sustainable lifestyle while fostering a sense of civic and personal responsibility for the health of the planet. Students spend a large portion of the class time outdoors working in the school garden, on field trips, conducting lab work, and city-wide restoration efforts. Students also participate in outreach events to bring awareness to pressing environmental issues. *Prerequisites: none* (1.0 credit)

Textbook: Enger, Elton and Bradley Smith. *Environmental Science*. McGraw-Hill Company, 2006.

SCI 403: ENVIRONMENTAL STUDIES INDEPENDENT RESEARCH PROJECT

Environmental Studies Research Independent Research Project is a year-long independent science research project a student may elect to develop as part of the EnviroMentors programs. Students self-select into the program annually. Students must complete the full year of the program including the research project component to earn course credit. *Prerequisites: none* (0.5 credit)
Textbook: none

TECH 400A: AP COMPUTER SCIENCE

This year-long course is an introduction to the field of computer science. Students will be introduced to object-oriented computer programming using the Java programming language. The design and implementation of computer programs will be used to study other computer

science concepts such as algorithm design and analysis, data structures, and the use of logic in problem solving. *Prerequisites: none* (1.0 credits)

Textbook: Regis, Stuart and Steep, Mary. *Building Java Programs.* 2nd ed., 2011.

SOCIAL STUDIES AND LAW

HST 101: WORLD HISTORY I

World History I is an introductory course to the study of world history from the Middle Ages to the Great Revolutions. The purpose of the course is to have students uncover the history of the world and how it impacts them and their communities today. It is designed to expose students to the common themes which bind human culture across the globe. By the end of the course students should be able to clearly identify causal relationships, comprehend historical contribution of particular civilizations, discuss whether an historic event is rare or reasonably likely to reoccur, explain how geography affects the way people interact, and argue a point from evidence/data produced through research. *Prerequisites: none* (1.0 credit)

Textbook: Spielvogel, Jackson. *World History and Geography*. Mc-Graw Hill. 2013.

HST 101H: WORLD HISTORY I (HONORS)

World History I (Honors) is an introductory course to the study of world history from the Middle Ages to the Great Revolutions. The purpose of the course is to have students uncover the history of the world and how it impacts them and their communities today. It is designed to expose students to the common themes which bind human culture across the globe. By the end of the course students should be able to clearly identify causal relationships, comprehend historical contribution of particular civilizations, discuss whether an historic event is rare or reasonably likely to reoccur, explain how geography affects the way people interact, and argue a point from evidence/data produced through research. The honors section focuses on inquiry based learning with an extensive writing component. *Prerequisites: must meet honors requirements* (1.0 credit)

Textbook: Spielvogel, Jackson. *World History and Geography*. Mc-Graw Hill. 2013.

HST 201: WORLD HISTORY II

World History II is a continuation of course content learned in World History I. This course focuses on select historical eras and eight global themes: adaptation to the environment, patterns of human population and migration, development and diffusion of technology, communication exchange, belief systems, conflict, social structure, and political legitimacy and authority. The goal of this course is to provide students with a better understanding of humanity's shared values and unique differences, in order to produce tolerant and well-informed citizens. *Prerequisites: none* (1.0 credit)

Textbook: Spielvogel, Jackson. *World History and Geography*. Mc-Graw Hill. 2013.

HST 201H: WORLD HISTORY II (HONORS)

World History II Honors is a continuation of course content learned in World History I. This course focuses on select historical eras and eight global themes: adaptation to the environment, patterns of human population and migration, development and diffusion of technology, communication exchange, belief systems, conflict, social structure, and political legitimacy and authority. The goal of this course is to provide students with a better understanding of humanity's shared values and unique differences, in order to produce tolerant and well-informed citizens. Honors students focus on primary resources in preparation for skills necessary in AP United States History. *Prerequisites: none; must meet honors requirements* (1.0 credit)

Textbook: Spielvogel, Jackson. *World History and Geography*. Mc-Graw Hill. 2013.

HST 300: US HISTORY

US History is a year-long course that investigates the development of the United States, beginning with European colonization and culminating with an analysis of the role of the United States in the world today. The course urges students to think like historians in an effort to understand that history depends on those who write it. Students learn to analyze many events throughout history from a variety of perspectives to uncover diverse perspectives throughout the history of our country. Keeping these diverse perspectives in mind, students gain knowledge of how the country was formed and how key people, places, and events have shaped the country (and consequently our lives) today. Students leave US History with the ability to analyze primary source documents and other academic work, conduct original research in order to write a research paper, interpret graphs, data, and maps, and work on debate and discussion skills. *Prerequisites: none* (1.0 credit)

Textbook: Clayton, Andrew, Elisabeth Perry, Linda Reed, and Allan Winkler. *America: Pathways to the Present*. Prentice Hall, 2004.

HST 301: AP US HISTORY

Advanced Placement US History is a two-semester course of study equivalent to a college introductory course. Emphasis is on the general narrative of American history from the 15th century through modern times, with an examination of the political, diplomatic, intellectual, cultural, social, and economic history of the United States. Students read, analyze and assess various primary and secondary sources and write thesis-based essays related to historical issues. Extensive reading and writing are required from every student in this course. The curriculum is as rigorous as a college-level course, and during the year students will develop reading, writing, and study skills essential for college. Students who successfully complete the course may receive college credit for their work and/or advanced placement in college history by taking the College Board examination. *Prerequisites: must meet AP enrollment requirements* (1.0 credit)

Textbooks: Divine, Robert, et al. , *American Past and Present: AP Edition*, rev. 7th ed Longman Publishing, 2005.; Kennedy, David and Thomas Bailey. *The American Spirit,*

Volume 1. Wadsworth Publishing, 2005.; Kennedy, David and Thomas Bailey. *The American Spirit, Volume 2*. Wadsworth Publishing, 2005.

HST 301A: AP US HISTORY SEMINAR

The AP US History Seminar is a pass/fail seminar that accompanies the AP US History course. Students enrolled in HST 301 must also enroll in HST 301A. (1.0 credit)

HST 400: US GOVERNMENT

US Government is a year-long introductory course to the United States government and politics. This course provides an analytical perspective of government and politics. This course explores and broadens the student's understanding of the Constitution, branches of government, elections and political process, rights and responsibilities of citizens, economy, and comparative governments. *Prerequisites: 12th grade standing* (1.0 credit)

Textbook: McClenaghan, William A. Magruder's American Government. Boston: Pearson, 2011.

HST 401: AP GOVERNMENT POLICY US

Advanced Placement US Government and Politics is an intensive study of the formal and informal structures of government and the processes of the American political system, with an emphasis on policy-making and implementation. The course focuses on the historical, political, social and economic influences on US government beginning with the Magna Carta and ending with current US government policies. This course is designed to prepare students for the AP exam in May. Course work is demanding, requiring intense reading of primary and secondary sources. In addition, writing is a large aspect of the course. Students are assessed based on unit exams which mirror AP exams with multiple choice and free response sections. Periodically, students are also assessed with challenging alternative assessments created to deepen their analytical understanding of US government. *Prerequisites: 12th grade standing; must meet AP enrollment requirements* (1.0 credit)

Textbooks: Woll, Peter. *American Government: Readings and Cases Study Guide*. Addison Wesley, 2005.; Edwards, George, Martin Wattenberg, and Robert Linberry. *Government in America: People Politics, and Policy—AP Edition*. Longman, 2011.; *Cracking the AP US Government and Politics Exam*. Princeton Review, 2013.

HST 505: AMERICAN HISTORY THROUGH FILM AND MUSIC

American History through Film and Music is a semester-long course designed to expose students to some of the major events and time periods of the 20th Century through the examination of movies, art and music. The course attempts to assess the validity of Hollywood productions as a means to capture the essence of historical events. Students examine the problems created by distortion and misinformation in studying history through the use of movies, art and music as artifacts. Students read and write critical essays and engage in project-based assessments. *Prerequisites: none (0.5 credits)*

Textbooks: select primary and secondary readings

HST 504: DEBATE

Debate is a semester-long course which emphasizes and teaches students to utilize the skills needed to engage in the act of Debate. Specifically, students go through training on research, argumentation, and public speaking. Students participate in mock debates, develop research papers, oral presentations, and eventually participate in competitive debates in the DC area. *Prerequisites: none (0.5 credits). Course may be taken numerous times for credit.*

Textbook: select primary and secondary readings

LAW 200: DC HISTORY & POLICY

This semester-long course provides an in-depth look at the geography, history, and issues concerning the unique city of Washington, DC. A great emphasis is placed on current events and issues concerning the DC community (especially Anacostia) as well as the country and world at large. After completing this course, students have a firm grasp of the geography of the District, why the nation's capital was placed on the Potomac, the District's struggle for civil rights, local Anacostia history, the concept of home rule and how it affects DC residents, and how a variety of current events have an impact on DC, the rest of the country, and the world. In addition to the knowledge gained, students analyze primary source documents and improve their writing, comprehension, communication, critical thinking, and problem-solving skills on a college preparatory level. *Prerequisites: None* (0.5 credits)

Textbook: Melder, Keith. *City of Magnificent Intentions*. Intac Inc. 1997.

LAW 300: STREET LAW

Street Law is a year-long introduction to legal concepts and analytical skills. Most class sessions are conducted by a law student from Georgetown University. Students focus on concrete issues of law that relate to their own lives. Students prepare papers and presentations and engage in debates, simulations and negotiations on issues of law that have a degree of ambiguity. Students gain practice in addressing questions to which there are no definitive answers, but which must be supported by strong analysis and evidence. *Prerequisites: 11th or 12th grade standing* (1.0 credit)

Textbook: *Street Law*. Glencoe/McGraw-Hill Company, 2005.

LAW 301: INTRODUCTION TO LAW

Introduction to Law is a year-long course. The central philosophy of the course is to introduce students to legal concepts and analytical skills by focusing on concrete issues of law that relate to the students' own lives. In the process, students work with authentic legal texts (such as rental agreements, cell phone contracts, and employment documentation) and legal sources (such as statutes and court opinions). Students prepare papers and presentations and engage in debates, simulations and negotiations on issues of law that have a degree of ambiguity. As a result, students gain practice in addressing questions to which there are no definitive answers, but which must be supported by strong analysis and evidence. *Prerequisites: 11th or 12th grade standing* (1.0 credit)

LAW 302: LAW INTERNSHIP

The Law Internship is a summer long internship program for rising seniors. Students spend six weeks at the DC courts shadowing select judges and clerks. Students intern in two three-week rotations. After four full days at the courts, students spend one day per week reviewing and discussing key legal concepts. *). Course may be taken multiple times for credit to meet Law requirement. Prerequisites: rising 11th grade students* (1.0 credit)

LAW LAB: LAW FIRM LAB

This is a law lab that meets at a local law firm. Students meet with lawyers and law firm employers to learn about legal practice. This is a pass/fail course. *Course may be taken multiple times for credit to meet Law requirement* (0.25 credits)

HST 500: AFRICAN-AMERICAN STUDIES

African American Studies, is the examination of the history and culture of a people spanning from ancient times until the present day. The contributions of African Americans, though vast in quantity, are each prolific and extraordinary. This course allows the student to research such historical events and cultural aspects, while engaging the student in analytical synthesis that not only fosters connections between past events, but also current events, and personal struggles. *Prerequisites: 10th–12th grade standing* (0.5 credits)

Textbook: Asante, Molefi, K. *African American History: A Journey of Liberation*, 2nd ed. Saddle Back Publishing, 2001.

HST 501: GLOBAL ISSUES

Global Policy is a course designed to examine the primary functions of the United Nations and its diplomatic role with respect to the political, economic, and cultural concerns of the global community. The course develops a deep understanding of culture in the modern world for students. Students gain a global perspective of culture by examining the history, geography, economics, and politics of selected societies. By the end of this course, students have a greater awareness of how cultures develop, change, and at times come into conflict. Guest speakers are a regular part of this course. Students participate in the Global Classrooms Program sponsored by the United Nations Association of the Capitol Area. *Prerequisites: None* (0.5 credits)

Textbook: select primary and secondary readings.

HST 503 & HST 504: ADVANCED TOPICS IN SOCIAL STUDIES I & II

Students perform an in-depth study on a topic related to history, geography, or the social sciences as a class, performing independent research using primary and secondary sources. Class time centers on a single topic of study for the semester with readings from popular and academic sources and analysis of data, maps, images and artifacts. Students learn relevant research and analytical skills and then put them into practice with teacher guidance. The course culminates with a student-created research project. Examples of topics that the course focuses on include: Gentrification (students examine differences in neighborhoods based on

socioeconomic status, changes over time, and the causes and effects of these changes); Remembering the Past (students explore the ways historical events or periods are depicted in museums, memorials and art at different points in time, learning methods of historiographical critique); Radicalism in American Politics (students study the role of non-mainstream parties in American history as well as in the present, analyzing what issues and factors led to the rise of these parties and what can account for successes and failures over time). *Prerequisites: None* (0.5 credits) *Course may be taken multiple times for credit.*

Textbook: select primary and secondary readings.

HST 502: AFRICAN HISTORY

This course provides both a chronological and regional introduction to the complexity and diversity of the African historical experience. The class examines important historical developments in Africa before the arrival of Europeans, analyze the reshaping of Africa's political economy during the colonial period, and explore the challenges facing independent Africa. The class explores various themes, including the historical links between Africa and the world and contemporary Western attitudes towards Africa. *Prerequisites: None* (0.5 credits)

Textbook: select primary and secondary readings.

PSY 100: PSYCHOLOGY

This class is an introduction to key topics and principles in the field of psychology, exposing students to new vocabulary and ideas that prepare them for higher level thinking at the collegiate level. Students address the infamous "Nature versus Nurture" argument by analyzing biological explanations for human behavior compared with environmental explanations and social learning skills. *Prerequisites: None* (0.5 credits)

Textbook: *Understanding Psychology*. Glencoe/McGraw-Hill Company, 2006.

SOC 100: SOCIOLOGY

This introductory sociology course is a study of society and the people within the social system. Students study human social behavior by analyzing the interaction of various people in groups. A specific focus is placed on understanding various cultures, deconstructing stereotypes, and analyzing diverse cases of prejudice and discrimination throughout the US. *Prerequisites: 11th or 12th grade standing* (0.5 credits)

Textbook: *Sociology*. Glencoe/McGraw-Hill Company, 2006.

ACADEMIC ENRICHMENT

SKL 102: RESOURCE WORKSHOP

Resource Workshop emphasizes skills and content necessary to succeed in core content areas. It is designed to help students develop skills that are essential to academic success. The course applies theory and practice from many academic disciplines. The course emphasizes organizational and study skills in addition to goal setting. *Course may be taken multiple times for credit. Prerequisites: none* (1.0 credit)

SKL 103: READING WORKSHOP

Reading Workshop focuses on grammar mechanics, spelling, vocabulary, and reading comprehension. Reading skills such as fluency, decoding, and finding the main idea are emphasized. The writing process is a strong focus, with special attention given to revision and proofreading skills. There is also a major emphasis on improving reading levels. Students receive remediation reflective of the students' diagnosed needs based on Thurgood Marshall Academy Assessments: Performance Series and Achievement Series. *Course may be taken multiple times for credit. Prerequisites: none* (0.5 credits)

SKL 104: MATH WORKSHOP

Math Workshop focuses on building the math skills that students have acquired over the years. In addition to basic computation work, students review and become more familiar with the following: the properties of mathematics: the language of Algebra, all operations dealing with rational numbers and integers, number theories, proportion, percent, statistics and graphs, probability, and focus on basic arithmetic skills. Students are required to write out their thought processes as they are answering questions pertaining to real world events. *Course may be taken multiple times for credit. Prerequisites: none* (0.5 credits)

Textbook: Charles, Randall, Leah McCracken, Linda Thompson, David Davison, and Marsha Landau. *Pre-Algebra*. Prentice Hall, 2003.

SKL 203: ACADEMIC WORKSHOP

Academic Workshop focuses on building upon and furthering basic arithmetic skills. In addition to basic computational work (addition, subtraction, fractions, decimals, percent). Students continually review and further advance their algebraic knowledge in the following: the properties of mathematics, language of Algebra, solving multi-step equations, all operations with rational numbers and integers, solving inequalities, graphing equations and inequalities, proportion, percent, statistics and graphs, probability, and the study of polynomials. Tenth grade students take this course to refine basic math skills in order to promote success in geometry and other math courses. There is a strong emphasis on open response questions. *Prerequisites: none* (1.0 credit)

Textbook: *Mastering the MCAS in Mathematics*. Amsco School Publications, Inc.

SKL 204: RESOURCE WORKSHOP

Resource Workshop emphasizes skills and content necessary to succeed in core content areas. It is designed to help students develop skills that are essential to academic success. The course applies theory and practice from many academic disciplines. The course emphasizes organizational and study skill in addition to goal setting. *Course may be taken multiple times for credit. Prerequisites: none* (1.0 credit)

PORTFOLIO & ADVISORY

The portfolio is a collection of work and reflective assignments that a student has completed throughout the school year. The portfolio process includes: subject area academic work, citizenship and academic goal tracking and reflection, as well as college and career preparation components. There is a different set of requirements for each grade level. Students compile their portfolios throughout the year and are assisted with this process during a specific period designated for portfolio. New students present two times per year, once each semester. Returning students present at the end of each year. The purposes of portfolio presentations include developing student abilities in achievement, reflection, and presentation as well as a display of student progress to family members and the Thurgood Marshall Academy and larger community.

Thurgood Marshall Academy students must complete 1.0 credit of portfolio in order to graduate. Students complete .25 credits of portfolio each year at each grade level. New tenth graders complete .25 credits at the end of first semester and .25 credits at the end of second semester. New eleventh grade students complete .25 credits at the end of first semester, .25 credits at the end of second semester junior year, .25 credits in the fall of senior year, and .25 in the spring of senior year.

Students, who do not pass a portfolio credit during the designated school year, will be enrolled in a make-up portfolio credit in a subsequent school year. Make-up presentations will occur in December of each school year. *Prerequisites: none* (.25 credits, per year)

Advisory supplements the Portfolio Process. Students earn pass/fail grades in Advisory that are translated into the Portfolio Rubric. Students are enrolled in Advisory corresponding to their grade level. Portfolio credit can only be earned at Thurgood Marshall Academy PCS and no outside credits may substitute this requirement.

PORT 9: PORTFOLIO 9

This is the 9th grade year portfolio. *Prerequisites: none* (.25 credits)

PORT 10: PORTFOLIO 10

This is the 10th grade year portfolio. *Prerequisites: none* (.25 credits)

PORT 11: PORTFOLIO 11

This is the 11th grade year portfolio. *Prerequisites: none* (.25 credits)

PORT 12: PORTFOLIO 12

This is the 12th grade year portfolio. *Prerequisites: none* (.25 credits)

ADV 9: ADVISORY 9

The weekly advisory is designed to support the year-long portfolio process. The purposes of advisory is to guide students through academic and behavioral goal setting; GPA goal setting and tracking; legal skills and community service reflection; and community building in small and whole grade settings. Advisory is graded on a pass/fail basis with advisory grades included in annual portfolio presentations. Course credit is assigned through the Portfolio grade.

ADV 10: ADVISORY 10

The weekly advisory is designed to support the year-long portfolio process. The purposes of advisory is to guide students through academic and behavioral goal setting; GPA goal setting and tracking; legal skills and community service reflection; and community building in small and whole grade settings. Advisory is graded on a pass/fail basis with advisory grades included in annual portfolio presentations. Course credit is assigned through the Portfolio grade.

ADV 11: ADVISORY 11

The weekly advisory is designed to support the year-long portfolio process. The purposes of advisory is to guide students through academic and behavioral goal setting; GPA goal setting and tracking; legal skills and community service reflection; and community building in small and whole grade settings. Advisory is graded on a pass/fail basis with advisory grades included in annual portfolio presentations. Course credit is assigned through the Portfolio grade.

ADV 12: ADVISORY 12

The weekly advisory is designed to support the year-long portfolio process. The purposes of advisory is to guide students through academic and behavioral goal setting; GPA goal setting and tracking; college selection and application opportunities; legal skills and community service reflection; and community building in small and whole grade settings. Advisory is graded on a pass/fail basis with advisory grades included in annual portfolio presentations. Course credit is assigned through the Portfolio grade.

HONORS & ADVANCED PLACEMENT PROGRAMS

HONORS AND ADVANCED PLACEMENT COURSES

Thurgood Marshall Academy is a rigorous college preparatory high school. In order to further challenge students, a variety of honors and Advanced Placement courses are offered. Grades in honors courses will be weighed an extra 0.5 towards the student's GPA. Grades in Advanced Placement courses are weighed an extra 1.0 towards the students GPA. Weighted course grades do not affect a student's overall grade in a course.

To be eligible for honors or advanced placement courses a student should indicate interest in the honors course during the Course Selection. Current teachers will be consulted for recommendations. Standardized testing data and final grades will be considered in honors course placement.

Incoming 9th grade students will be assessed for eligibility based on Summer Prep results and diagnostic data.

ADVANCED PLACEMENT COURSES

The Advanced Placement (AP) program is a cooperative educational endeavor between secondary schools and colleges/universities. AP courses give students exposure to college-level material and provide them an opportunity to show their mastery of course content by taking the AP exam. Colleges and universities often grant credit, placement or both to students who earn passing scores on the AP exam.

AP courses are extremely rigorous and cover content at an accelerated pace. Students who choose to take AP courses are expected to complete all pre-course/summer requirements specific to the course, remain in the course for the entire year and sit for the associated AP exam. Students are responsible for paying all applicable AP exam fees.

If a student struggles with an AP course, it is expected that they will commit themselves to a greater effort and seek regular support services. ***Please note that students who both choose and are scheduled for AP course(s) will be required to remain in the course(s) after the course add/drop date.***

GRADUATION REQUIREMENTS

CLASS OF 2010 AND BEYOND GRADUATION REQUIREMENTS

Thurgood Marshall Academy Course	Thurgood Marshall Academy Graduation Requirements Number of Carnegie Units
English	4. 0
Foreign Language	3. 0
Mathematics	4. 0
Science (must include three lab sciences)	4. 0
Health and Physical Education	1. 5
History/Social Studies (World History I, World History II, US History, US Government, DC History)	4. 0
Art	0. 5
Music	0. 5
Electives (of which, 1.0 credit of Law; 1.0 credit of Portfolio, 0.5 Technology are required)	4.5
Community Service	100 Hours
Total	26. 0

*Please note that this is subject to change based on curricular needs, which are reviewed on an annual basis.

Sample Course Sequence

SUBJECT AREA	9th Grade	10th Grade	11th Grade	12th Grade
ENGLISH	English I – (1. 0U) English I (H) – (1. 0U)	English II – (1. 0U) English II (H) – (1. 0U)	English III – (1. 0U) English III (H) – (1. 0U) AP Engl Lang – (1.0U) AP Engl Lang Seminar – (0. 5U)*	English IV – (1. 0U) AP Engl Lit – (1. 0U) AP Eng Lit Seminar – (0.5U)*
MATH	Algebra I – (1. 0U) Algebra I (H) – (1. 0U)	Geometry – (1. 0U) Geometry (H) – (1. 0U)	Algebra II – (1. 0U) Algebra II (H) – (1. 0U)	Pre-Calculus – (1. 0U) Pre-Calculus (H) – (1. 0U) AP Calculus OR Statistics – (1.0U)* AP Calculus Seminar (0.5)* Statistics – (1.0 U)
SCIENCE	Earth and Space Science – (1. 0U) Earth and Space Science (H) – (1. 0U) AIS (1.0 U)	Biology – (1. 0U) Biology (H) – (1. 0U)	Chemistry – (1. 0U) Chemistry (H) – (1. 0U) AP Comp Science* – (1. 0U)	Physics* – (1. 0U) Physics (H)* – (1. 0U) Environmental Science* – (1. 0U) AP Comp Science* – (1. 0U) Adv. Chemistry -(1.0U) AP Chemistry 0 (1.0U)
SOCIAL STUDIES	World History I – (1. 0U) World History I (H) – (1.0U)	World History II – (1. 0U) World History II (H) – (1. 0U) DC History – (1. 0U)	US History – (1. 0U) AP US History – (1. 0U) AP US History Seminar – (1.0U)*	US Govt – (1. 0U) AP US Govt – (1. 0U) African-American Studies* – (0. 5U) African History* - (0. 5U) Psychology* – (0. 5U) Sociology* – (0. 5U) Global Studies* (0.5U) Advanced Topics in Social Studies I/II*-(0.5U)
FOREIGN LANGUAGE	Spanish I – (1. 0U)	Spanish I – (1. 0U) Spanish II (H) – (1. 0U) Spanish III* – (1. 0U)	Spanish II – (1. 0U) Spanish II (H) – (1. 0U) Spanish III* – (1. 0U)	Spanish III* – (1. 0U) Spanish IV* – (1. 0U)
HEALTH/ PE	PE – (0. 5U)	Health – (0. 5U)	PE II – (0. 5U)	
ART			Drama* – (.05 U) Art I – (0. 5U) Art II* – (0. 5U)	
MUSIC			Music Appreciation – (0. 5U) Advanced Music* – (0. 5U)	
LAW Under CTE requirement		DC History and Public Policy – (0. 5U)	Introduction to Law* – (1. 0U) Law Firm Lab* – (. 25U) Law Internship* – (1. 0U) Street Law* – (1. 0U)	
CAREER/TECH/ PORTFOLIO Under CTE requirement	Computer Applications I – (0. 5U) Spring Portfolio (09) – (0. 25U) Portfolio (09) – (0. 25U)	Spring Portfolio (10) – (0. 25U) Portfolio (10) – (0. 25U)	Spring Portfolio (11) – (0. 25U) Portfolio (11) – (0. 25U) Introduction to Business – (0. 5U) Spring Portfolio (12) – (0. 25U) Senior Seminar* – (1. 0U) Yearbook – Fall or Spring* (0. 5) Advanced Computer Applications – (0. 5U) AP Computer Science – (1.0U) AP Comp Science* – (1. 0U)	

ELECTIVES *All courses taken above and beyond a requirement may count for electives. Additionally, courses designed with an * count towards elective credit.*	Math Academic Workshop – (0. 5U) Reading Workshop – (0. 5U) Resource Workshop – (1. 0U)	Academic Workshop – (1. 0U) Math Academic Workshop – (0. 5U) Reading Workshop – (0. 5U) Resource Workshop – (1. 0U)	Adv. Music -- (0.5U) Adv. Topics in SS I & II – (0.5U) African History – (0. 5U) African-American Studies – (0. 5U) Art I (0.5U) Art II (0.5U) Chemistry II -- (1.0U) Comp Apps 2 – (0.5U) Debate – (0.5U) Drama – (0.5U) Env. Ind. Stud. Rsch. – (0.5U) Global Studies – (0.5U) Introduction to Business – (0. 5U/1.0U) Law Firm Lab – (0. 25U) Psychology – (0. 5U) Public Speaking –(0.5U) SAT Preparation – (1. 0U) Sociology – (0. 5U) Statistics – (1.0 U) Street Law – (1.0U) Yearbook – Fall or Spring – (0. 5U)

Letter of Understanding
Graduation Requirements
Class of 2010 and beyond

Student Name _____Grade _____

Course List	9th	10th	11th	12th	Carnegie Units Required	Carnegie Units To Date	Carnegie Units Needed	Coursework In Progress	Scheduled Coursework
English					4. 0				
Foreign Language					3. 0				
Mathematics					4. 0				
Science					4. 0				
Health/PE					1. 5				
Social Studies					4. 0				
Art					0. 5				
Music					0. 5				
Electives					2. 0				
Technology					0. 5				
Law					1. 0				
Portfolio					1. 0				
Community Service					100 hours				
Total Needed					26. 0				

ACTIONS:

I. Summer Work

II. Other

I hereby certify that I have had a conference with my counselor in reference to the total number of credits I have earned from the ninth grade to the present. We have also discussed subjects I will need in order to complete my high school education and pursue further study after graduation from high school.

_____

Signature of Student
Signature of Parent/Guardian** Date

_____

Signature of Counselor
Date

**District Law 1.75 lowers the age of majority from 21 to 18 years of age thus permitting students 18 and over to sign their own Letter of Understanding in lieu of a parent or guardian.

COURSE MATRIX

Course List	Course	
English	English I English I H English II English II H	English III English IV AP English Language AP English Literature
Foreign Language	Spanish I Spanish II Spanish II H	Spanish III Spanish III H Spanish IV
Mathematics	Algebra I Algebra I H Geometry Geometry H Algebra II	Algebra II H Pre-calculus Pre-calculus H Statistics AP Calculus
Science	Earth Science AIS Biology Biology H Chemistry Chemistry H	Advanced Chemistry H Physics Physics H Environmental Science AP Computer Science AP Chemistry
Health/PE	PE I Health	PE II
Social Studies	World History I World History I H World History II World History IIH	US History AP US History US Government AP Gov Pol US DC History
Art	Art I Art II	Drama
Music	Music Appreciation	Advanced Music
Electives	Academic Workshop Adv. Topics in SS I & II Advanced Comp App II Advanced Music Advisory African History African-American Studies AP Calc. Seminar AP Calculus AP Computer Science AP Eng Lit. Seminar AP Eng. Lang. Seminar AP US Hist. Seminar Debate Drama	Global Issues Introduction to Business Intro to Law Law Firm Lab Math Workshop Psychology Public Speaking Reading Workshop Resource Workshop Senior Seminar Sociology Spanish IV Statistics Street Law Yearbook
Technology	Computer Applications I Intro.to Business Yearbook	Advanced Comp. App II AP Computer Science
Law	Street Law Intro to Law	Law Firm Lab
Portfolio	Portfolio-9 Portfolio-10	Portfolio-11 Portfolio-12

New Student Transfer Credit Policy

Thurgood Marshall Academy accepts transfer credit based on the policy summarized in the chart below. In order to be considered for tenth grade standing a student must have a total of at least five (5.0) Carnegie units. Student must have one (1.0) Carnegie unit for Algebra I and one (1.0) Carnegie unit for English I awarded based on the Thurgood Marshall Academy requirements for transfer credit. Students must have at least a total of two (2.0) additional Carnegie units in science, social studies, and Spanish I. Transfer credits are granted based on the chart below. Please refer questions to Thurgood Marshall Academy recruitment and admissions staff.

COURSE NAME	TRANSFER CREDIT REQUIREMENT **The following course specific requirements must be met for credits to transfer into Thurgood Marshall Academy Public Charter High School**
Algebra I (Entering 9th grade students only)	Carnegie unit, final grade of C- or better and passing score of 70% or higher on 9th grade Thurgood Marshall Academy math exit exam.
Algebra I (Entering 10th grade only)	Carnegie unit, final grade of C- or better.
Geometry (Entering 9th grade only)	Carnegie unit, final grade of B or better and passing score of 70% or higher on Thurgood Marshall Academy ma placement test.
Geometry (Entering 10th grade only)	Carnegie unit, final grade of B or better and passing score of 70% or higher on 10th grade Thurgood Marshall Academy math placement exam. In addition, student must have Algebra I high school Carnegie unit.
Algebra II/Trigonometry	Carnegie unit, final grade of B or better and passing score of 70% or higher on Thurgood Marshall Academy Al II placement test.
Spanish I	Carnegie unit, final grade of C- or better and passing score of 70% or higher on Thurgood Marshall Academy Sp I placement test.
Spanish II or III	Carnegie unit, final grade of C- or better and passing score of 70% or higher on Thurgood Marshall Academy Sp placement test.
Biology	Carnegie unit and final grade of C- or better.
Other Science classes (Entering 10th grade only)	Carnegie unit and final grade of C- or better.
Any Social Studies class (Entering 10th grade only)	Carnegie unit and final grade of C- or better.
English I (Entering 10th grade only)	Carnegie unit and final grade of C- or better.
Any Elective Course (Entering 10th Grade only)	Carnegie unit and final grade of C- or better.

Revised March 2008

Transferring Dual-Enrollment Credit Earned Prior to Enrollment at Thurgood Marshall Academy

Thurgood Marshall Academy will honor dual-enrollment credits earned by transferring students prior to enrolling at Thurgood Marshall Academy so long as the following criteria are met:

1. The credit and course appear on the student's high school transcript;
2. The credit was earned at an accredited college or university that awards, at minimum, an associate's degree and is included in the US Department of Education's database of accredited postsecondary institutions and programs;
3. The student received a C- (70%) or higher as a final grade for the course.

Thurgood Marshall Academy administration will determine how transferred credits will be applied to meet the school's high school graduation requirements. Transferred courses and accompanying credit will not be included in the student's cumulative GPA calculation for Thurgood Marshall Academy.

Current Student Transfer Credit Policy for Credit Recovery

Thurgood Marshall Academy accepts credit recovery credits for students who have completed the course at Thurgood Marshall Academy but did not earn a passing grade.

Students may earn up to two (2) recovery credits per school year from an approved credit bearing institution. Credit bearing institutions include:

- Thurgood Marshall Academy Summer School
- DCPS Summer School
- Summer School offered by an accredited school system (e.g., Washington, DC, Catholic Schools, DC Charter School)
- Nationally accredited credit recovery program such as Keystone or Aventa

Students seeking credit recovery must be enrolled in a course that corresponds to Thurgood Marshall Academy's course and graduation requirements. It is the student's responsibility to enroll in the appropriate courses at an approved institution. Students *must seek approval* from the Academic Director **before** enrolling in any courses outside of Thurgood Marshall Academy to ensure that the course meets the school's credit transfer requirements and graduation criteria.

To earn recovery credit, students must successfully complete a course with a C- or better or the numeric equivalent of a 70% or higher.

Students seeking credit recovery for a course due to truancy must complete a seat hour requirement and corresponding course to earn credit. The course must be successfully completed with a C- or better.

Students seeking transfer of credit recovery courses will be reviewed on an individual basis by Thurgood Marshall Academy administration. Credit recovery courses taken outside of Thurgood Marshall Academy may have a cost associated with them. Costs associated with credit recovery courses are the responsibility of the individual student. Thurgood Marshall Academy will not cover the cost of any outside credit for a student if a course is available at the school for summer credit, available at a local accredited institution at no cost, or the student failed/ did not complete the course in summer school or another credit recovery option.

Internship Elective Course Credit Policy

OBJECTIVES AND PURPOSE

Thurgood Marshall Academy aims to provide educational services to its students by utilizing diverse resources, internally and externally, to the best of its abilities. The school recognizes that student learning and demonstration of content mastery can be demonstrated in diverse manners. Therefore, Thurgood Marshall Academy offers an Internship Elective Course Credit program for students who wish to utilize experiences outside of the classroom as evidence of mastery of given content knowledge.

This policy serves as Thurgood Marshall Academy's Internship Elective Course Credit plan. To participate in this program, students must participate in a preexisting internship program targeted to high school students (e.g. Capitol Hill Page Program, Urban Alliance, DC Council). This program will be student driven whereas the student will identify his/her own internship program, ensure that all necessary paperwork is completed, and will present learned skills by completing an internship credit project.

CRITERIA FOR ENROLLMENT

Students who wish to enroll in Thurgood Marshall Academy's Internship Elective Course Credit program must:

1. Be in good academic and behavioral standing per Thurgood Marshall Academy's Student Handbook.
2. Must be a junior or senior at Thurgood Marshall Academy. Rising juniors may enroll in the summer between June of their sophomore year and fall of their junior year.
3. Must have earned 12.0 credits prior to participating in the Internship Program.
4. Have written approval from the administration of Thurgood Marshall Academy to enroll in an internship credit.
5. The internship program must be formal, preexisting, and target high school students.
6. Internship must align with the student's daily class schedule at Thurgood Marshall Academy.
7. Internship residency must take place at an organization that is on file with the Internal Revenue Services (IRS). Acceptable documentation will need to be provided. Students may not work for any family members or legal-guardians (family members include individuals related by blood and or marriage to the student).
8. Hours <u>may not</u> count towards community service.
9. Students may not use Summer Youth Employment Program (SYEP) placements for internship purposes.

EXPECTATIONS DURING INTERNSHIP

Students who successfully enroll in Thurgood Marshall Academy's Internship Elective Course Credit program must:

1. Be timely to the internship site, exhibit behaviors of professionalism in relation to the internship site, and follow guidelines established by the host organization.
2. Students may be able to participate in their internship placement during the academic day with prior approval from Thurgood Marshall Academy administration. The

internship must fit within the student's course schedule and priority will always be given to ensuring the student meets graduation requirements.

3. Hours accumulated at the internship site may not be used for community service hours.

EARNING OF INTERNSHIP ELECTIVE CREDITS

Students who successfully find an internship at a host organization must earn at least 60 internship hours at the same institution, which is equivalent to a half year of coursework. The internship must align with goals outlined in the student's Approval Form.

Students may only earn elective credits through this program. A student may earn up to 2.0 credits for the Internship Program to count towards elective credit to satisfy graduation requirements. The table below demonstrates the equivalency of internship hours to high school elective course credits (Internship Hours vs. Carnegie Units):

Internship Hours	*Carnegie Units*
60	.5
120	1
180	1.5

Participation in the internship program will be based on a pass/fail grading system. Failure to successfully complete any attempted internship program will also reflect upon the student's transcript at Thurgood Marshall Academy. Students, who are not successful in the internship program, may be asked to forgo any future opportunities to enroll in the program. Students who fail the Internship Program will not earn elective credits.

GRADING SYSTEM

Internship credit will be awarded on a pass/fail grading system. Students should review the school's Course Catalog regarding pass/fail courses and the student's grade-point-average (GPA).

Students must meet the minimum qualifications below to earn a passing grade for the internship credit:

1. 90% attendance to the internship;
2. Receive an internship evaluation from the internship supervisor that is equivalent to a C- or better.
3. Complete and present an internship credit project and earn a passing grade of C- or better;

DEFINITIONS

Internship: An opportunity for a person to gain experience from an organization in exchange of voluntary (non-monetary) services in a professional setting.
Credit Equivalency: The exchange/translation of skills learned at the place of internship with elective Carnegie Units at the high school level. Internship courses are on a pass/fail system.
Approval Form: An outline of the elective credit in which the student hopes to earn a passing grade in, the expectations of the student and institution, contact information for all

parties involved and any other information deemed necessary by Thurgood Marshall Academy.

College Credit Dual-Enrollment (CCDE) Program

OBJECTIVES AND PURPOSE

Thurgood Marshall Academy aims to provide educational services to its students by utilizing diverse resources, internally and externally, to the best of its abilities. The school recognizes that student learning and demonstration of content mastery can be demonstrated in diverse manners. Therefore, Thurgood Marshall Academy offers a College Credit Dual-Enrollment (CCDE) program for students who wish to gain educational experiences outside of the traditional high school setting.

This policy serves as Thurgood Marshall Academy's College Credit Dual-Enrollment plan.

CRITERIA FOR ENROLLMENT

Students who wish to earn dual-enrollment college-credits while enrolled at Thurgood Marshall Academy must:

1. Be in good academic and behavioral standing per Thurgood Marshall Academy's Student Handbook.
2. Must be juniors or seniors at Thurgood Marshall Academy. Rising juniors may enroll in the summer between June of their sophomore year and fall of their junior year.
3. Have written approval from the administration of Thurgood Marshall Academy, via the dual-enrollment approval form.
4. The course(s) in which the student enrolls must be pre-approved by the administration of Thurgood Marshall Academy.
5. Meet the eligibility criteria for enrollment in a college credit-bearing course for the institution of higher education the student wishes to enroll in.
6. Enroll in a credit-bearing course at an institution of higher education that is accredited and awards at a minimum an associate degree[1].

LIMITATIONS OF PROGRAM

With all programs, there may be limitations that are outside of Thurgood Marshall Academy's domain of control. For example, situations may require academic prerequisites needed to enroll in a post-secondary course. For such circumstance, the student and their family will default to the guidelines set forth at the post-secondary institution. Each program has established its own set of criteria for enrollment and promotion.

Thurgood Marshall Academy will require that all students successfully pass Algebra I (one) and Biology earning only Carnegie Units for said courses. If students are enrolled at Thurgood Marshall Academy when they are scheduled for these courses, they must take Algebra I and Biology at Thurgood Marshall Academy. Students may not earn any Portfolio credits through the dual-enrollment program.

[1] Students wishing to enroll in dual-enrollment courses do so at their own choosing. Thurgood Marshall Academy does not pay or reimburse students (and/or their parent/guardian) for the cost of any dual-enrollment course. The student is responsible for all related fees, costs, and materials.

EARNING OF DUAL-CREDITS

Thurgood Marshall Academy will determine the course equivalent for each course a student enrolls in at the post-secondary institution. To earn credit in the dual-enrollment course a student must:

- Complete the course at the institution of higher education;
- Earn a passing grade in the course, as defined by a C- or higher.

Students may enroll in elective or core courses. College courses that are less than 3 semester hours or are on a pass/fail basis will be calculated on the standard GPA scale. Courses that are at a minimum 3 credits will be evaluated for GPA scale translation. A student's grade point average at Thurgood Marshall Academy will reflect the earning of the college grade , had the post-secondary course been taken at the high school level.

To obtain weighting on the Advanced Placement GPA scale a course must count towards a core course necessary for graduation from TMA in English, math, science, social studies, or foreign language and be at least 3.0 college credits. All other courses will be evaluated on a case-by-case basis.

Students may earn up to 13 Carnegie Units through dual-enrollment courses. For every three (3) semester hours earned in a given course, Thurgood Marshall Academy will convert that to one (1) Carnegie Unit of high school credit. Ex: one post-secondary English course is worth 3 semester hours; when the student successfully passes the course; those hours will be converted to one high school credit in English.

Semester Hours	Carnegie Units
1-2	0.5
3-4	1
5-6	2

STUDENT RESPONSIBILITIES AT POST-SECONDARY INSTITUTION

The student enrolled in the dual-enrollment course is responsible for:

1. Providing proof of the grade earned in the college course to Thurgood Marshall Academy within 10 calendar days of the last day of the semester. Only official school records (e.g. transcripts, report cards) will be accepted as proof.
2. Adhering to all policies and protocols of the institution of higher-education.
3. Attending classes and supplying all necessary course materials for the dual-enrollment course. Thurgood Marshall Academy is not financially responsible for students enrolled in dual-enrollment. Thurgood Marshall Academy will not pay for books, transportation, registration fees, etc.
4. Keeping the Thurgood Marshall Academy dual-enrollment coordinator abreast of any challenges (e.g. absence, rigor, etc.) with the dual-enrollment course. Please note, it will be the student's responsibility to advocate on behalf of him/herself with the institution of higher education.

ATTENDANCE

STUDENTS ARE RESPONSIBLE FOR ATTENDING CLASSES IN WHICH THEY ARE ENROLLED IN FOR DUAL-ENROLLMENT. STUDENTS MUST ABIDE BY THE POLICIES OF THE INSTITUTION REGARDING ATTENDANCE PROTOCOLS. STUDENTS ENROLLED IN A DUAL-ENROLLMENT COURSE MUST PROVIDE WRITTEN PROOF OF COURSE REGISTRATION (E.G. STUDENT SCHEDULE) INCLUDING THE DATE/TIME OF THE COURSE TO THE ATTENDANCE OFFICER BY THE FIRST DAY OF CLASS IF THE COURSE IS HELD DURING A TIME WHEN THE STUDENT WOULD OTHERWISE BE REQUIRED TO BE IN ATTENDANCE AT THURGOOD MARSHALL ACADEMY.

EARNING OF A FAILING GRADE

Failure to successfully pass any attempted dual-enrollment course will be reflected upon the student's transcript at Thurgood Marshall Academy Students will only earn credit for dual-enrollment courses if they earn a C- or higher. All grades below a C- will be reflected on the student's transcript with 0 quality points for GPA calculations. Students, who fail a course at the post-secondary level while attempting to earn high school credit in the same course, must earn the credit for the course if the course is required to complete graduation requirements. Students who fail a course in the fall semester at the college level will not be permitted to enroll in the course at Thurgood Marshall Academy in the Spring semester as a means to make-up the failed course. Thurgood Marshall Academy provides summer school or credit recovery options for a limited set of courses. Students who fail a course at the post-secondary level may have to pay for the course or its equivalent if a summer school option is not available. Students should review the school's Credit Recovery policy for specific information on recovering credits for failed courses.

DEFINITIONS

- **Post-Secondary**: Defined as an institution that offers educational options past the traditional high school level of education. The institution must be accredited and at minimum offer an associate's degree.
- **College Credit**: Defined as courses in which a student is enrolled at an accredited 2-year or 4-year institution in which an associate or baccalaureate degree may be awarded upon successful completion of all required coursework.
- **Dual-Enrollment**: Defined as being enrolled in high school level courses at Thurgood Marshall Academy, while also being enrolled at an administratively approved post-secondary institution.
- **Passing Grade**: Students must earn a passing grade as defined by C- or higher. This grade may range from traditional As – C-s, whereas pass/fail courses will also apply. A passing grade from the post-secondary institution will be evaluated to determine weighting on the Thurgood Marshall Academy GPA scales, as noted above. The grade earned in the dual-enrollment will be reflected on the student's Thurgood Marshall Academy transcript.
- **Credit Equivalency**: The exchange/translation of credits earned at the post-secondary level with Carnegie Units at the high school level.
- **Approval Form**: An outline of courses completed, courses in progress and courses needed towards the completion of a high school diploma, when attempting post-

secondary coursework. The Approval Form must be completed and signed off by a Thurgood Marshall Academy Administrator, as designated by the Executive Director.

Credit by Exam Policy

Policy

Beginning in school year 2014-15, Thurgood Marshall Academy shall award course credit through a Credit by Exam (CE) option to students who demonstrate required proficiency levels in a graduation mandated course in foreign languages and mathematics to students prior to a student taking the course.

Eligibility criteria:

1. A student must not have taken the course before for high school credit.
2. A student may only be eligible to earn credit by exams in foreign language and mathematics to meet graduation requirements.
3. A student must take and complete the exam by the Add/Drop period for schedule changes each September.
4. A student must be a full-time student enrolled at Thurgood Marshall Academy PCS.
5. A student must have a signed form by his/her legal guardian indicating the student course schedule change.

Content criteria:

Foreign Language

1. A student may earn a Credit by Exam (CE) credit for any foreign language course offered at Thurgood Marshall Academy.
2. If a student was placed into level 2 or 3 of a foreign language course because of a high level of proficiency and did not earn credit for earlier levels, s/he will receive retroactive credit noted as Credit by Exam (CE) on his/her transcript for the preceding level if he/she does not have the preceding level credit.
3. If successful, the student will receive a "Credit by Exam" (CE) grade for the course which will appear as a "CE" on his/her transcript and signify that levels 1 and/or 2 and/or 3 have been successfully completed. S/He will not receive any letter grade that will impact the grade point average (GPA). If the student does not pass, nothing to this effect will appear on the transcript.

Mathematics

1. A student may earn a Credit by Exam (CE) credit for any math course offered at Thurgood Marshall Academy. If a student earns a passing score on the Algebra II exam and receives a Credit by Exam (CE) credit, he/she may also receive retroactive credit for Algebra I, if the student does not have an Algebra I high school credit. The credit will appear as a "CE" on his/her transcript and signify that Algebra I and/or Algebra II have been successfully completed. S/He will not receive any letter grade that will impact the grade point average (GPA). If the student does not pass, nothing to this effect will appear on the transcript.

Process

1. A student must opt-in to take the Credit by Exam option by completing the Credit by Exam Request Form available from the main office. Thurgood Marshall Academy will not test any student based on his/her prior grades and/or transcript. Thurgood Marshall Academy will establish two test dates each fall for students. It is the responsibility of each student to sign up and take the test on the established test dates. Make-up test dates will not be scheduled.
2. Thurgood Marshall Academy will establish passing score criteria annually for each subject. Passing criteria will be determined by August 15 of each school year. A student must pass the course Credit by Exam assessment based on the established passing criteria.
3. Students must take and complete the exam by the Add/Drop period for schedule changes each September.
4. A student may only take the exam for a given subject/course one time. A student may not re-take a test for Credit by Exam. If a student does not pass the exam, nothing to this effect will appear on the student's transcript.
5. Any credit earned by the Credit by Exam option will not be factored into a student's GPA and will appear as a "CE" credit on the student's transcript.

Calculating Your GPA

A student's grade point average (GPA) is extremely important for the college admissions process. A high GPA enables students to be competitive in the college admissions process and makes it easier to earn scholarship money to pay for the costs of a college education. Each Thurgood Marshall Academy student should understand that colleges examine a student's cumulative GPA from ninth through twelfth grade. Please note that Advanced Placement and honors courses receive extra weight in the calculation of the student's GPA (see Grade Point Value table included below).

Letter Grade	Standard Scale Grade Point Value	Honors Scale Grade Point Value	AP Scale Grade Point Value
A+	**4.33**	**4.83**	**5.33**
A	**4.00**	**4.50**	**5.00**
A-	**3.67**	**4.17**	**4.67**
B+	**3.33**	**3.83**	**4.33**
B	**3.00**	**3.50**	**4.00**
B-	**2.67**	**3.17**	**3.67**
C+	**2.33**	**2.83**	**3.33**
C	**2.00**	**2.50**	**3.00**
C-	**1.67**	**2.17**	**2.67**
F	**0.00**	**0.00**	**0.00**

1. How is my GPA calculated?

Each letter grade is assigned a Grade Point Value (see table above). The GPA is calculated by multiplying the Grade Point Value for all eligible completed courses (FINAL grades only) by the credit attempted for the courses (courses are valued at 0.25 credit, 0.5 credit or 1.0 credit). The final number is divided by the total number of credits attempted to obtain the GPA. GPAs are only calculated at the end of the school year. Student transcripts reflect both a yearly GPA and a cumulative GPA (inclusive of all eligible courses completed at Thurgood Marshall Academy).

Example:
Sam Jackson, 11th grade

Course Name	FINAL Grade	Grade Point Value		Credit Attempted	GPA Value
AP English Language	A-	4.67	X	1.00	4.67
Algebra 2 (H)	B+	3.83	X	1.00	3.83
Spanish 3	C	2.00	X	1.00	2.00
US History	C-	1.67	X	1.00	1.67
Intro to Law	F	0.00	X	1.00	0.00
PE 2	B	3.00	X	0.50	1.50
Music App	C	2.00	X	0.50	1.00
			Total:	**6.00**	**14.67**
			Year-end GPA:	**2.445**	

2. **What courses are included in the GPA calculation?**

   Only eligible courses completed during the regular academic year are factored into the GPA calculation. Generally, all academic courses offered during the regular academic year are included in the GPA calculation. Courses graded on a Pass/Fail scale (Law Firm Tutoring, AP Seminar courses, etc.), summer school courses, and credit recovery courses are not included in the GPA calculation. Please reference the course catalog to determine if a course is included in the GPA calculation.

3. **How are summer school courses and credit recovery courses (ie –Keystone) factored into my GPA calculation?**

   Summer school courses (taken either at TMA or at another location) and credit recovery courses are not factored into the GPA calculation. These courses are taken for credit recovery purposes only. The original failing mark earned in the course is the only grade factored into the GPA calculation.

4. **I enrolled in Thurgood Marshall Academy after the 9th grade. How are grades from my previous school factored into my GPA calculation?**

   Grades received prior to enrolling at Thurgood Marshall Academy are not factored into the GPA calculation. A Transfer Credit Worksheet should be completed during the summer prior to enrolling at Thurgood Marshall Academy PCHS. The Transfer Credit Worksheet will include all courses included on the official transcript from the student's receiving worksheet and denote if the course credit earned will transfer in to Thurgood Marshall Academy. These courses are used to fulfill graduation requirements, but the grades are not eligible for inclusion in the GPA calculation.

5. **I repeated a grade at Thurgood Marshall Academy. How are the grades from that year factored into my GPA?**

   Grades from the year repeated are not factored into the GPA calculation. Both credits attempted and credits earned are set to zero to remove any impact on the GPA calculation.

Promotion Policy

Thurgood Marshall Academy believes that students' school performance is a significant measure of their learning attainments. For a student to succeed at increasing higher levels of school, s/he needs to have a sufficient foundation at his/her present level. Thurgood Marshall Academy believes it is in a student's interest to build a substantial academic foundation before advancing to higher academic levels. This preparation may take more than four years. In fact, many well-known college preparatory schools serve the purpose of providing an extra year of study when needed for college readiness.

Accordingly, students must meet applicable academic,, and discipline standards in order to be promoted to the next grade level.

Academics: The school's promotion policy is grade-level specific as follows:

9th grade students must have a minimum of 4.0 credits to be promoted to 10th grade. Three of the four credits must be earned in core course subject areas including English or Algebra I, social studies, science and world language.

10th grade students must have a minimum of 9 credits (including at least one foreign language credit) and fail no more than two core courses to be promoted to 11th grade.

11th grade students must have a minimum of 16 credits (including at least two foreign language credits) and be on track to fulfill graduation requirements (based on a transcript review) to be promoted to 12th grade.

Additionally, Ninth grade students must also pass exit exams in reading/language art and mathematics in order to be promoted.

To receive a diploma, seniors must meet all graduation requirements.

Discipline:
Thurgood Marshall Academy's success, and the success of its teachers, staff and students, depends on an atmosphere that supports learning. Thurgood Marshall Academy is a place for learning and getting along together. Student behavior that advances learning is encouraged, while behavior that detracts from learning has no place in the school. Accordingly, Thurgood Marshall Academy has established a disciplinary system that recognizes students for positive conduct in the school and flags students for negative or disruptive conduct. The school wide disciplinary system is designed to help student's behavior conform to a positive learning environment. The disciplinary process identifies and attempts to remediate student conduct that interferes or disrupts the work of the school. For a more detailed description of this process, please see the section on the Code of Conduct, below.

Violations of the Code of Conduct are accompanied by discipline infraction points.

- A detention is equal to one infraction point.
- When a student is sent home due to a uniform violation, it is equal to one infraction point.
- An In-School Suspension (ISS) is equal to three infraction points.
- An Out-of-School Suspension (OSS) is equal to four infraction points.

Students may earn merits based on positive behavior demonstrating model citizenship. For every four merits a student earns, s/he will receive a reduction of one infraction. Please note that students who ask for a merit after demonstrating excellent citizenship do not receive them.

Students may be required, or may opt, to attend discipline classes after school, on a Saturday, and/or during the summer to reduce infractions. Students may reduce up to 25 infraction points through successful completion of discipline classes throughout the year.

Students who have accumulated more than 20 discipline infraction points will not be promoted to the next grade.

Community Service

Students should meet the grade-level Community Service hour requirement to be on track to meet 100 hours by graduation.

Community Service: Community Service is an important dimension of a student's civic development and inherent in the mission of Thurgood Marshall Academy. Community service should be documented annually by May 15th. Students must complete 100 hours of community service to meet graduation requirements, as set forth below:

- By the end of 9th grade, students should complete 20 hours.
- By the end of 10th grade, students should complete 40 hours.
- By the end of 11th grade, students should complete 70 hours.
- Students must complete one hundred hours by May 15th of their graduation year.

Community Service may be completed on campus or in the student's community. The Thurgood Marshall Academy Programs Office and Office of Student Affairs periodically arrange for community service projects for students. Community Service hours must be submitted by May 15th of the current academic year to be counted for promotion requirements.

In order to receive credit for Community Service, students must have an official Community Service Hours Form completed and signed by an adult who oversaw his or her service. This adult may not be an immediate family member. Students may obtain these forms from the Programs Office, Student Affairs or the School Registrar. All completed forms must be handed in to the School Registrar to be entered into a student's permanent file.