PAUL PUBLIC CHARTER SCHOOL

High School Course Catalog

2025-2026

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Introduction

Paul's rooftop steeple is a neighborhood beacon, a symbol of welcome to the diverse scholars from across the District of Columbia who seek a program offering academic rigor in a character building culture. Paul was awarded its charter status in 2000, becoming the first conversion public charter school in Washington, DC (and only DCPS to charter conversion).

As the founder of Paul PCS, Cecile R. Middleton spent two years steadily challenging the status quo and gained nation-wide respect as a pioneer in the charter movement. Ms. Middleton was a trailblazer in education for decades in Washington, DC, and she spent her final chapter at Paul ensuring that Paul scholars were given an opportunity to excel beyond meager expectations. Although she passed in 2008, Ms. Middleton left a legacy of excellence.

Paul continues to provide its scholars with an exceptional education. The Cecile R. Middleton Ninth Grade Academy opened its doors in 2009, as Paul expanded its program to offer freshmen scholars an opportunity to successfully transition into high school. Paul International High School opened its doors in the fall of 2013 with 125 9th graders and 100 10th graders from across the District of Columbia, graduating its first class in 2016.

Mission

Paul International High School is a public college preparatory school whose primary mission is to educate our scholars and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders.

High School Graduation Requirements

To earn a diploma from the Paul International High School, a scholar must complete one hundred (100) hours of community service and earn a minimum of twenty-four (24) credits. A full year course is valued at one (1) credit and a semester course is valued at one half (0.5) credit; semester courses taken every day are valued at one (1) credit.

The twenty-four (24) credits required to earn a diploma must include the following:

- Four (4) credits of English
- Four (4) credits of Mathematics
- Four (4) credits of Social Studies to include the following: World History I (1), World History II (1), US History (1), Government (.5), DC History (.5)
- Four (4) credits of Science, to include three (3) lab sciences
- Two (2) credits of World Languages
- One and one half (1.5) credits in Health/Physical Education
- One half (0.5) credit in Art
- One half (0.5) credit in Music
- Three and one half (3.5) credits through elective offerings*

**At least 1 of the elective credits must include Global Studies or Global Citizenship (GCS) for students other than our non-public placement (NPP) students. Diploma-bound NPP students do not have to earn a GCS credit as part of the elective requirements, as this course is unique to Paul PCS. They will still, however, be required to earn a total of 3.5 elective credits.[1]

At least two (2) of the credits must include College Level or Career Preparatory (CLCP) courses. The courses may fulfill subject matter or elective requirements and may include courses at other institutions, including credit earned through dual enrollment. Courses that fulfill CLCP requirements have been marked with an "" symbol throughout the catalog.

In addition to the above listed requirements, to **participate in senior activities and Paul International High School's graduation ceremony**, high school scholars must also:

- Take the SAT or ACT college admissions test
- Submit proof of one (1) 2- or 4-year college acceptance
- Not have more than 0.5 credits to complete to fulfill the Paul graduation requirements.
- Complete an exit survey.

Seal of Biliteracy

The ability to communicate in multiple languages is critical for effective participation in the political, social, and economic arenas of today's globalized world. To honor the multilingualism of many Paul International PCS students, we offer the Paul International PCS Seal of Biliteracy. By awarding this seal to those who meet its rigorous requirements, Paul International PCS recognizes the commitment of students who persevere in language education to achieve high levels of proficiency and highlights the rich linguistic and cultural expertise of its many international and immigrant students.

Qualifying for the Paul International PCS Seal of Biliteracy
To be eligible for the Paul International PCS Seal of Biliteracy, students must demonstrate their proficiency in English and a language other than English. Students can automatically qualify for the Seal of Biliteracy by taking exams that are tracked in the Paul International PCS data system.

Qualifying English Language Assessments (must achieve ONE of the following)	Qualifying World Language Assessments (must achieve ONE of the following)

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[1] This statement was amended to reflect the requirement for our NPP students. The Paul PCS Board of Trustees unanimously voted to approve this change on June 13, 2023 and it is documented in the board meeting minutes.

● Score of 4 or above on 10th grade PARCC ELA exam ● Score of 3 or above on English AP Exam (Literature or Composition) ● Score of 4.5 or above on ACCESS 2.0 for ELs (only accepted if achieved in grades 9-12) ● Score of 500 or above on the EBRW section of the SAT	● Score of 3 or above on World Language AP exam ● Score of 1A or above on AAPPL (all sections)*

Qualifying assessments are not limited to this list--all other World Language Assessments must be approved by Seal of Biliteracy coordinator

Applying for the Seal of Biliteracy
Multilingual students who wish to demonstrate their proficiency by means of assessment(s) not tracked by Paul International PCS, must apply/submit a request for assessment for the Paul International Seal of Biliteracy.

Steps to apply for students who have already taken a language proficiency exam outside of Paul International PCS:
1. Complete and submit the online application.
2. Scan/email score report and email to Seal of Biliteracy Coordinator.
3. The Seal of Biliteracy Coordinator will notify you of the award, if eligible.

Steps to apply for students who want to request a language proficiency exam
1. Complete online application, indicating that you need to schedule a proficiency exam Requests for the exam MUST be submitted by April 1 of each school year.
2. Seal of Biliteracy Point of Contact will follow up to schedule an exam.
3. Once the score report is received, the Seal of Biliteracy Coordinator will notify you of the award, if eligible.

The Paul PCS Seal of Biliteracy with Distinction
At Paul International PCS , we recognize that truly effective communication is not just about knowing the linguistic structures of a language. Understanding the culture in which a language is spoken is just as important. Students who go above and beyond the requirements of the Seal of Biliteracy by participating in a cultural competency activity are awarded the Paul International PCS Seal of Biliteracy with Distinction.

To be considered for the Paul International PCS Seal of Biliteracy with Distinction, please submit verification of one of the following cultural competency activities (on official agency letterhead):
- Twenty-five hours of community service in target language
- Participation in recognized service learning summer activity in target language
- Participation in school-sponsored language-focused travel of at least one week in target language
- Completion of 2-week internship in target language
- Demonstrated proficiency in two or more languages in addition to English.

Award Materials

Students who earn the Paul International PCS Seal of Biliteracy will receive an official Paul International PCS Seal of Biliteracy on their diploma (silver for the standard Seal award, gold for Seal with distinction), an official Seal of Biliteracy honor cord and an official school-issued certificate.

IEP Certificate of Completion Requirements

An IEP Certificate of Completion is an alternative to a regular High School Diploma, which is available to students based on an IEP team decision that a regular High School Diploma course of study is not appropriate, and an IEP Certificate of Completion is the best course of study to provide access to a Free Appropriate Public Education (FAPE).

Considerations for Decisions Regarding an IEP Certificate of Completion

An IEP team's decision to change a student's course of study from a Diploma to an IEP Certificate of Completion must be based on student-level performance data and documentation. Students are considered on an individual basis for an IEP Certificate of Completion course of study if the student meets the criteria for DC Alternate Assessment participation, which includes:
- The student has a significant cognitive disability;
- The student is learning content derived from and linked to the Common Core State Standards (CCSS) instead of a standard general education curriculum based on grade-level CCSS; and
- The student requires extensive direct individualized instruction and substantial support to achieve measurable gains.

Students Who Cannot Pursue an IEP Certificate of Completion

A student is not eligible to pursue an IEP Certificate of Completion if:

- The student is age twenty (20) or younger and is five (5) credits or fewer away from earning a regular high school diploma;
- The student has satisfactorily completed all coursework required to earn a regular high school diploma but has not met requirements related to community service hours; or
- The student can earn a regular high school diploma by age twenty- two (22).

Difference Between a High School Diploma and an IEP Certificate of Completion

A High School Diploma indicates that a student has met all requirements for High School graduation and completed a comprehensive course of study totaling 24 credits, which includes specific Foreign Language, Arts, and elective requirements. Students who earn a High School Diploma can apply to colleges and universities, apply for federal financial aid, enlist in the United States Military, and apply for employment that requires a High School Diploma.

Students who earn an IEP Certificate of Completion do not complete all the requirements for graduation with a Diploma. They may have more limited post-secondary options, as most four-year colleges require a standard high school diploma. Students who earn an IEP Certificate of Completion are not eligible for federal student aid for college and cannot join the United States Military.

Requirements for an IEP Certificate of Completion

For a student to earn an IEP Certificate of Completion[2], the student must meet the following requirements:

1. <u>Minimum curricular requirements</u>
   - Two (2) units of English Language Arts
   - Two (2) units of Mathematics
   - Two (2) units of Life Science/Physical Science, and
   - Two (2) units of History/Social Studies

2. <u>Community Service Hours</u>
   Whether a student is required to complete community service hours and the number of hours, if required, will be determined by each student's IEP team. Without a specific agreement by the IEP team, Paul PCS will expect ten (10) community service hours to be completed by students on an IEP Certificate of Completion course of study. The IEP team should make this decision during the first year the IEP team agrees to an IEP Certificate of Completion. Still, the decision may be reviewed and revised annually with the student's annual IEP review and graduation planning. Paul PCS cautions against waiting until the student's final year of schooling to add or increase community service hour requirements to ensure students have sufficient time to complete hours.

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2 The Paul Public Charter School Board of Trustees is scheduled to vote on the IEP Certificate of Completion requirements in August 2023.

3. Completion of IEP Goals

   Whether a student must complete specific IEP goals or all IEP goals will be determined by each student's IEP team. Without a specific agreement by the IEP team, Paul PCS will expect that all Secondary Transition goals related to Employment and Independent Living are marked as mastered, indicating the student has achieved established skill goals in these areas.

Eligibility to Receive a Free Appropriate Public Education until Age 22

Paul PCS will make a Free Appropriate Public Education (FAPE) available to a student who earns an IEP Certificate of Completion until the end of the school year when the student turns twenty-two (22) years old. Suppose a student earns an IEP Certificate of Completion before the school year when the student turns twenty-two years old. In that case, Paul PCS will inform the student in writing that the student remains eligible to receive FAPE through the end of the school year when the child turns twenty-two (22) years old. If a student withdraws from SCHOOL PCS after receiving an IEP Certificate of Completion but before turning twenty-two years old and then wishes to resume educational programming, the student may need to enroll in a different Local Education Agency (LEA) to access educational services, as Paul PCS is not an open-enrollment LEA.

Grade Level Promotion Policy (High School)

In accordance with the District of Columbia requirements for graduation, scholars at Paul International High School must successfully complete a minimum of 24 credits to earn a high school diploma. Promotion from one grade to the next is based on the accumulation of credits and the successful completion of core academic subjects. The following guidelines define the credit requirements for promotion to the next grade level:

9th Grade to 10th Grade

- Earn 6.0 credits
- Includes: 4 core classes (Algebra 1, 1 Science credit, 1 History credit, 1 English credit)

10th Grade to 11th Grade

- Earn 6.0 credits (12 cumulative credits)
- Includes: 4 core classes (1 Math credit, 1 Science credit, 1 History credit, 1 English credit)

11th Grade to 12th Grade

- Earn 6.0 credits (18 cumulative credits)
- Includes: 4 core classes (1 Math credit, 1 Science credit, 1 History credit, 1 English credit), and 1 World Language credit.

High school courses are often part of a sequential progression, particularly in subjects such as Mathematics, Science, and World Language. As a result, there may be limitations on the number of courses a scholar can take in a given subject area each year.

Scholars are encouraged to plan their academic schedules carefully in consultation with their academic advisor or school counselor. In addition to meeting promotion requirements, scholars must ensure they are on track to meet all DC graduation requirements, including the full credit distribution, community service hours, and any required assessments.

Transfer Credits

The following policy applies to students entering the high school in grades 10th and higher[3]. This policy was communicated via the enrollment system to all 10th and 11th graders upon completion of registration.

- Any student entering high school with earned credits **must submit a transcript** from your child's prior school documenting final grades and credits earned.
- We will be reaching out to you in early June with a reminder to submit your child's transcript after the current school year ends - you will need to contact your child's current school to request this document. (A final report card is not sufficient because it does not show the credits earned.)
- We must have this information not only to schedule your child appropriately but also, when the time comes, to be able to clear your child for graduation with the DC Public Charter School Board.
- We cannot create a schedule for your child without this information. If we don't receive it we will schedule him/her to 9th grade classes until we have the documentation necessary for scheduling.
- We will review your transcript to determine your child's schedule and grade level placement relative to the Paul Graduation Requirements. If your child has not earned sufficient credits to be placed in the grade to which he/she applied we will reach out to you to discuss his/her schedule and anticipated graduation year.
- Although Paul does not award D or P grades, when transferred in we recognize a D as a GPA of 1 and P's are excluded from GPA calculation.
- Students who receive incompletes will not be awarded credit or GPA points.
- ***If your child is coming from a school outside the United States we need this information as early as possible to be able to interpret the courses and align them to our offerings.***

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3 This policy is also applied to students entering 9th grade who earned high school credits in middle school.

This policy is established to ensure that students are scheduled properly and that the school has sufficient documentation of any prior credits earned, as required to clear students for graduation with the DC Public Charter School Board.

Consequences of Non-Compliance

Students for whom we do not receive transcripts will be scheduled to 9th grade classes if they are age eligible and we have availability in those grades. Students will be re-classified in the student information system as 9th graders, regardless of the grade to which they applied as the school does not have sufficient evidence that they have earned the appropriate number of credits for their grade level. A final deadline will be communicated.

Method for Using this Catalog

Each of the courses offered by Paul, listed in this catalog by department, is granted either a full or half credit based on Carnegie Units. For each course you will find a course description, credit value and prerequisite information. Not every course in this catalog is currently offered but remains a viable part of our curriculum and may be offered in subsequent years.

Any core content courses scholars take that are more than the required number of Carnegie Units, will carry over as electives, as shown on the scholar's MOU (Memorandum of Understanding).

Disclaimer for the 2019-2020 Catalog:

- Prerequisites in this catalog were revised in the 2018-2019 school year. Students who enrolled at Paul prior to 2018-2019 were subject to different prerequisites which may be reflected on their transcripts.
- Prerequisites can be waived with the approval of the Principal for either acceleration purposes or for adequate progress toward graduation.

Program of Study

General Education Courses

These courses are standards-based and taught by teachers who, according to ESSA standards, are highly qualified. Unless otherwise noted, all courses offered at Paul International High School are general education courses. All scholars have access to these courses and, as they earn more credits, they are afforded more choices in the classes they can take.

Honors Courses

At Paul, Honors Courses are designed for top performing, motivated scholars to be provided the opportunity to be prepared and successful in higher level courses such as Advanced Placement and college level coursework.

In honors courses, instruction …

> - is accelerated and advanced above grade level standards
> - is rooted in open-ended inquiry and scholar discourse that is reflective of high level critical thinking and analysis.
> - makes connections across disciplines
> - develops study skills and habits necessary for success in college level courses

Advanced Placement Courses

The College Board administers a program of college-level courses and examinations called Advanced Placement. Scholars who obtain certain scores on the exams may qualify for college credit, or exemption from college courses. Courses in this catalog that fit this description are designated AP. Due to the level of rigor required by these courses, their grades carry a weighted average and scholars must apply and be accepted into each course each year.

In agreement with the College Board's statement that "all scholars who are willing to accept the challenge of a rigorous academic curriculum should be given consideration for admission to AP courses" and the strong correlation between taking AP courses and success in college, any PIHS scholar may apply for enrollment in an AP course within their grade level course sequence. Scholars may, with approval from the Principal, apply for enrollment in AP courses outside their grade level course sequence.

For the 2025-2026 academic year, the school intends to roll out the following AP enrollment process:

1. Rising scholars attend information sessions about AP courses available to them the following school year.
2. Rising scholars are presented with AP course offerings available to them the following school year.
3. Interested scholars express interest in their current teacher. After reviewing students' progress throughout the year the teacher recommends the students to the AP course.
4. Scholars are chosen for AP courses based on their interests, academic progress in the prerequisite course and in-seat attendance.

Dual Credit

Beginning in Summer 2022, Paul students participating in college courses *(traditionally classified as dual enrollment in which they only receive college credit)* will now have the opportunity to earn **Dual Credit**. Dual Credit means that students simultaneously earn one high school credit and the college credit awarded by the institute of higher education (IHE) they attend. .

Dual credit classes of 3 credit hours or more[4] will count as elective credits at Paul PCS. **They will also count toward the College Level or Career Preparatory requirement (CLCP).** However, in unique situations, the CEO has the discretion to recognize the credit toward specific content areas in fulfillment of Paul graduation requirements. In order for a dual credit course to be counted toward a content credit (as opposed to a general elective) it must be determined that the content of the college course closely aligns to the standards of the identified HS content course. The decision must be made and documented via a signed letter by the CEO (or her designee) *before* the student begins the course.

Some examples of when a course might count toward content areas include but are not limited to:

- Student transfers to Paul with a credit in American Sign Language and wants to continue to study it so enrolls in a college ASL course. *This must be done prior to the senior year to ensure the two credits of World Language are earned - or else they will be enrolled in a Paul World Language course at Paul concurrently.*
- Student takes a college US History course with comparable content to the Paul course as a sophomore. This would fulfill the HS requirement for US History, and this student can then take AP Government as a junior instead of our US History class. *In this scenario the student earns the course credit prior to taking it on the traditional Paul sequence. This also requires someone with content expertise to review the course syllabus and make the recommendation to the CEO that this course covers equivalent content.*
- Student enrolls in an art course at a college prior to taking it at Paul. *Again, this must be done prior to the senior year to ensure the requirement is met or else the student will be enrolled in a Paul art class concurrently.*

Students must earn a 70% (a "C" grade) or higher to earn Dual Credit. A grade of D or F in a Dual Credit course will have an F displayed on their Paul transcript, and it will impact their GPA. If a student opts to withdraw from a dual credit course in accordance with the IHEs' procedures then the course will not be displayed on Paul's transcript. *The one exception to this is students participating in the ATC program who earn a D - Paul will recognize D grades/credits awarded in the ATC program only.*

Dual Credit courses will use the weighted Paul AP grading scale. ATC courses are dual credit courses and will thus use this grade scale as well.

Grade	Letter Grade	GPA Value
A	90-100	5.0
B	80-89	4.0

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4 Starting in SY23-24, only dual credit classes of 3 credit hours or more count for dual credit. College courses less than 3 credit hours are not reflected on Paul transcripts.

C	70-79	3.0
D*	*60-69*	*2.0 (ATC only)*
F	0-60	0.0

*D grades from dual credit outside of ATC will earn 0.0 GPA points. For students in the ATC program D grades will be awarded credit and a GPA value of 2.0.

By participating in dual credit the student is agreeing to a copy of their transcript from the IHE they are attending to be shared with the school.

To be considered as Dual Credit, the following criteria must be met:

- The IHE must agree to the awarding of dual credit. Typically IHEs offer particular courses that qualify for Dual Credit. Students must be enrolled in eligible courses at the IHE to qualify for dual credit. These courses will be published on an Approved Course Chart by the IHE.
- If the IHE does not offer dual credit or the particular course is not dual credit eligible per the IHE, students can still earn college credit (but no high school credit) as part of a dual enrollment program.
- Students may have to complete additional paperwork with the IHE to have the course listed as a dual credit. For instance, through the University of the District of Columbia CARE program they must complete the *CARE Dual Credit Approval Form* with the following signatures:
  - Student
  - Parent/Legal Guardian, if the student is under the age of 18
  - Counselor
  - Principal
  - Paul Public Charter School Central Office Representative

Because students have a wide array of choices when registering for dual credit courses it would be impossible to capture course descriptions for these courses in the Paul catalog. We defer to the published course descriptions from the IHE. All dual credit courses will be listed separately on the Paul transcript with the IHE named for reference.

Advanced Technical Center Programs

Starting in the SY22-23 school year, Paul PCS has partnered with the Office of the State Superintendent of Education (OSSE) to participate in the Advanced Technical Center (ATC) programs. The ATC provides Career & Technical (CTE) course access for District students from high schools across the city, preparing them for high-wage, high-skill, and/or in-demand careers. The following programs are currently being offered:
- Cybersecurity
- General Nursing

For Paul students to participate, they must be able to complete both the Paul graduation requirements and the ATC requirements during their high school career. Students who express an interest will have their transcripts reviewed, and a plan will be developed to ensure that their participation still enables them to complete the necessary Paul course of study, with the ATC courses counting toward general elective and CLCP requirements.

Credit Recovery

Paul International High School offers several options for scholars to recover credit during the year and during the summer. **Credit Recovery** courses are only available to students who have already enrolled in a course but failed to earn a credit, allowing them an additional opportunity for students to learn course material and demonstrate their knowledge. Credit Recovery options are as follows:

- **Summer School** – Summer school courses will be offered for scholars that need credit recovery as well. Scholars will be permitted to take a **maximum of 3 courses per summer**. Scholars will complete coursework on the power standards covered in the school year. Scholars who successfully complete summer school will earn a credit for the course that they have completed. Note: Upon the approval of the High School Principal and the Head of Schools, a scholar may be allowed to take a 4th course or complete an independent study project for summer credit recovery based upon unique circumstances.
- **Online Courses & Independent Study Courses** - PIHS recognizes that for some scholars, the need to recover only one or two course credits is all that stands between them and successful completion of high school. At times, scholars may not be able to make up those required credits in the same traditional format and graduate on time. In those instances, Paul may offer the opportunity for scholars to enroll in an online course and/or an independent study course to recover missing credits. In both instances, the same high academic standards present in a traditional class are upheld.
  - In the case of an online course, Paul has used providers including Keystone School, Fuel Education, and Apex[5]. The Principal, or her designee, is responsible for identifying the best provider based on needs of the eligible students. As part of this process, the Principal (or designee) must also identify the appropriate courses based on alignment of course content to Paul curriculum and verify that the course offered meets the credit/Carnegie Unit requirement. The highest grade the scholar can earn will be a 70% in the class.
  - In the case of independent study, an adult from the community will design and implement a standards-based project or course with approval from the Principal (or designee). To qualify for independent study a student must have received a

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[5] Because there are a wide array of choices when registering for online credit recovery courses it would be impossible to capture course descriptions for these courses in the Paul catalog. We defer to the published course descriptions from the course provider and will select a course that meets the requirements and best matches the Paul curriculum and the students' learning needs.

55% or higher to qualify. The highest grade the scholar can earn will be a 70% in the class.

Eligibility for Credit Recovery:

1. Student must be enrolled at Paul Public Charter Schools,
2. Student must have taken a course and failed to receive any credit (69% and below).
3. Student must have approval from his or her Principal prior to enrolling in the course, who will
   a. ensure that the student needs to recover the course, and
   b. determine if the course content, if offered by a school other than Paul, corresponds with a Paul PCS course and graduation requirement,
4. If the course is taken during the summer at Paul, the scholar will be enrolled in summer school and is expected to attend daily per the summer school policy. A flexible attendance schedule, if needed, must be approved by the Head of Schools.
5. The course provider, if not Paul PCS, must be accredited and approved by Paul.

Timing:

The majority of credit recovery occurs during the Paul Summer School program, which includes flexible options for credit recovery – from half day to full day schedules, online (but supervised) learning, and other arrangements as deemed necessary. In some instances, we will consider offering credit recovery after school or through more flexible scheduling, but always under the supervision of a teacher.

Awarding of Credit:
1. The scholar must receive a grade of 70% or higher in the course. A final report card must be submitted to the Principal with the grade and grading scale clearly indicated. The student will then receive a grade of a "C" for the previously failed Paul course.
2. If the scholar fails the course he or she is attempting to recover, it can impact promotion status and progress toward graduation. These consequences will be discussed with the student.

Original Credit
Original credit courses are for students who have never taken the course or who failed a course due to an excessive number of absences. Original credit courses will be prioritized for current seniors and rising seniors.

Paul International High School will do what it can to ensure that students are able to take the courses a student needs to graduate through purposeful scheduling and existing credit recovery programs as well as academic interventions and support. However, in the instances where students are in need of credits in order to graduate that are not possible to schedule, students and families are welcome to explore other accredited LEA's that offer courses that meet the Carnegie-unit requirement. Families will be responsible for all costs associated with those

programs. Any recovery options must be approved by the School Leader, or designee, and the Head of Schools PRIOR to student enrollment to ensure that the recovery program meets Paul criteria.

Eligibility:
1. Student must be enrolled at Paul Public Charter School,
2. Student must have not taken the class in the past or must have failed it due to excessive absences, to be verified by the Principal as part of the graduation plan meeting.
3. Student and parent must have a meeting with the Principal or designee and counselor to discuss the Memorandum of Understanding for the student and how taking the **Original Credit** will impact the students' progress toward graduation, including but not limited to:
   - Ensuring that the original credit does not supersede other recovery needs which take priority,
   - Reviewing why the student needs to take the Original Credit and what issues may still be a factor (i.e. attendance) that may impede the students' success in the Original Credit program,
   - Discussing consequences of non-completion or failure in the Original Credit program,
   - Discussing any costs associated with the program,
   - Setting timeline and expectations for completion and for support, including staff supervision,
   - **All parties must agree to and sign the graduation plan for the student to be eligible.**

Timing:
Whenever feasible, Original Credit programs should be done during the summer. Only in limited cases will we allow students to take Original Credit in addition to a full course load of classes. These cases will be considered when there were extenuating circumstances earlier in their high school career or a higher display of academic maturity as they have aged.

Awarding of Credit:
1. The scholar must receive a grade of 70% or higher in the course in order to receive credit for the course. The grade received will be the grade awarded on the transcript, unless it is a D grade which will not be honored. A final report card and transcript must be submitted to the Principal with the grade and grading scale clearly indicated prior to the granting of the credit.
2. If the scholar fails the course he or she is attempting to recover, it can impact promotion status and progress toward graduation.

Course Trajectory[6]

	9th Grade	10th Grade	11th Grade	12th Grade
English	English 9	English 10	English 11	English 12
	ESL I	ESL II	ESL III	
	English 9	English 10 Honors	AP English Language	AP English Literature
Math	Algebra I	Geometry	Algebra II / Algebra II Honors	Pre-Calculus / AP Pre-Calculus
	Foundations of Math for ELs	Algebra I	Geometry	Algebra II
	Geometry *(Students earned Alg I in 8th grade)*	Algebra II	Pre-Calculus / AP Pre-Calculus	AP Calculus
Science	Biology	Chemistry / Chemistry Honors	Anatomy & Physiology	Physics / AP Environmental
	Chemistry / Chemistry Honors *(Students earned Bio in 8th grade)*	Anatomy & Physiology	Physics / AP Environmental Science / AP Physics	
Social Studies	World History I	World History II	US History	Government / DC History
		World History II Honors	AP US History	AP Government / DC History
World Language*	2 of the following courses must be taken: Spanish I, Spanish II, Spanish for Native Speakers I & II, AP Spanish Language, AP Spanish Literature (*Spanish I and Spanish for Native Speakers I earned in MS counts toward reqs)			
GCS	████████████████		GCS 11	GCS 12
Art / Music*	.5 credit of Art / .5 credit of Music			
PE / Health*	.5 credit of Health / 1 credit of PE and/or Dance			
Electives*	2.5 credits of electives total. Elective offerings include: Workshop/Lab Courses, Reading Intensive, Explorative Writing, Computer Science, Computer Science Essentials (PLTW), Computer Science Principles (PLTW), Career Explorations, Advanced Studio Art, LIfetime Fitness, Psychology, Financial Literacy, Print and Drawing, AP Art, AP Seminar, AP Research, AP African American Studies, Psychology, AP Psychology, dual credit, and Advanced Technical Center (ATC) CTE courses. Additional credits earned above the requirement in other subject areas also count towards the electives requirement.			

*The PE/Health, music, art, and World Language requirements may be satisfied at any time during the scholars' 4 years at Paul.

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[6] Credits must be earned in the courses in blue font per the Office of the State Superintendent of Education. Exceptions are made for the equivalent AP course.

Grade Reporting

Grading Scale

Grades are based on a standard, 4.0 grade point average scale. Letter grades are issued quarterly for all courses. Grades are averaged after Advisory 1 and Advisory 2 for a Semester 1 grade, and after Advisory 3 and Advisory 4 for a Semester 2 grades. For semester long courses, the Semester grade is the end of year grade. For year-long courses, Semester 1 and Semester 2 grades are averaged for a final year grade. Credits are awarded at the end of each semester for semester long courses and at the end of the year for year-long courses.

Advanced Placement/Dual Credit[7] Grading Scale

Grade point averages for AP courses will increase by 1.00 point in recognition of the increased rigor of such courses. Scholars who earn a failing grade in their AP, dual credit or ATC course will not receive the 1.00 point increase.

Regular Grading Scale			AP & Dual Credit Grading Scale (High School ONLY)		
Letter Grade	Percentage	Grade Points	Letter Grade	Percentage	Grade Points
A	100 - 90	4.0	A	100 - 90	5.0
B	89 - 80	3.0	B	89 - 80	4.0
C	79 -70	2.0	C	79 -70	3.0
F	69 and below	0	F	69 and below	0

Note: As a school, Paul does not believe a passing grade should be given for below average work. Therefore, since the letter grade D is typically defined as below average work and does not denote proficiency, Paul Middle School and Paul International High School do not use the letter grade D. Thus, the lowest passing grade we honor for students who take courses at Paul is a C, which connotes that the scholar has demonstrated mastery of the basic standards. Note: Paul Public Charter School will only honor D's for scholars who were awarded a credit on their transcript for a D from another LEA.

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[7] Dual Credit also applies to courses taken at the Advanced Technical Center (ATC). The AP/Dual Credit grading scale will be used for these courses.

Course Descriptions, SY25-26

Subject Area	Course Name	Description	Prerequisites	Credit Value	CLCP
English	English 9	The Engage New York State grade 9 curriculum modules offer a wide range of quality texts that span the canonical to the contemporary. The grade 9 curriculum balances classic work with contemporary writing by authors. Through the study of a variety of text types and media, scholars build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within each of the modules are linked explicitly to the Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for how the standards can come alive with thoughtful planning, adaption, and instruction.	9th Grade Standing	1	FALSE
English	English 10	The Engage New York State grade 10 curriculum modules offer a variety of rich texts that engage scholars in analysis of literary and journalistic nonfiction as well as poetry, drama, and fiction. Classic and contemporary authors are represented in the grade 10 modules. Working with these texts, scholars build knowledge, analyze ideas, delineate arguments and develop writing, collaboration, and communication skills. The lessons within the modules are linked explicitly to the Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for how the standards can come alive with thoughtful planning, adaption, and instruction.	Must have earned a 9 or the equivalency of English 9	1	FALSE

English	Honors English 10	Honors English 10 is a course designed to develop advanced language, literature, and analysis skills. Scholars will study all aspects of literature including Shakespeare, poetry, non-fiction, short stories and drama. This course will engage scholars and prepare scholars for the statewide assessment while building the foundation to move on into the 11th grade Advanced Placement English class. Evidence of higher-level thinking and independent work is expected and required.	Teacher ation and 10th grade tanding)	1	FALSE
English	English 11	The Engage New York State grade 11 curriculum modules continue to develop scholars' skills in analyzing complex literary and informational texts as scholars delve deeply into works by acclaimed authors and historical figures, seminal pieces, and contemporary literature. Through the study of a variety of text types and media, scholars build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within the modules are linked explicitly to the Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for how the standards can come alive with thoughtful planning, adaption, and instruction.	Must have earned a 9 and English 10 or the f English 9 and English 10)	1	FALSE

English	English 12	The Engage New York State Grade 12 curriculum modules offer a wide range of quality texts that engage scholars in analysis of autobiographical nonfiction, speeches, poetry, drama, and fiction. The grade 12 modules comprise classic and contemporary voices including Malcolm X with Alex Haley, Leslie Marmon Silko, Henry David Thoreau, Benazir Bhutto, Jared Diamond, William Shakespeare, Tennessee Williams, Jhumpa Lahiri, and Nikolai Gogol. Through the study of a variety of text types and media, scholars build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within each of the modules are linked explicitly to the Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for how to bring the standards to life through thoughtful planning, adaption, and instruction.	Must have earned a ...ish 9, English 10 and ...r the equivalency of ...ish 10, and English 11	1	FALSE
English	AP English Language and Composition	The Advanced Placement English Language and Composition course is available only to juniors through an application process. The AP course in English Language and Composition enables scholars to become increasingly aware of themselves as writers and of the techniques evident in texts in order to enter into oral and written conversations with other writers and thinkers, as well as to gain authority and take risks in writing. Scholars read and extensively study a variety of texts ranging from non-fiction essays to American literature to political speeches. Not only will scholars become skilled readers of various kinds of rhetoric, but they will also become skilled writers who compose for a variety of purposes. The course culminates in the taking of the AP examination in English Language and Composition in May.	Must have met the ...ment eligibility process ...ed a credit in English 9 ...l English 10	1	TRUE

English	AP English Literature and Composition	The Advanced Placement Literature and Composition is available only to seniors through an application process. The course engages scholars in careful reading and analysis of a challenging set of literary works from a range of genres including the novel, short story, poetry, and drama. The focus of the course is on intensive reading and discussion of the literature, as well secondary critical essays for discussion and evaluation. Emphasis will be placed on thoughtful and cogent analysis of the readings using a variety of theoretical frameworks and devices.	Must have met the ment eligibility process ed a credit in English 9, 0, and English 11	1	TRUE
Math	Foundations of Math for EL	This course is designed for ELP Levels 1-2 English Learners with significant gaps in mathematics knowledge as a result of having limited prior academic experience. This course will support the development of the mathematics and language skills necessary for success in Algebra 1. It will focus on algebra and geometry preparatory concepts and skills; strategies for collecting, analyzing and interpreting data; and number concepts and skills that are aligned to the WIDA English Language Proficiency Standards, as appropriate to the students' levels.	As determined by their the Access assessment e level standing.	1	FALSE
Math	Algebra I	This course is the foundation for high school mathematics courses and is the bridge from the concrete to the abstract study of mathematics. The five critical areas of study in Algebra 1 are: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations and quadratic functions and modeling. Scholars engage in methods for analyzing, solving, and using quadratic functions. Real world applications are presented within the course content. Graphs and linear systems are stressed, as are polynomial, rational, and radical expressions and equations. The	9th grade standing. rolled in Algebra I are d on overall 7th grade performance, MAP scores, and course nt performance.	1	FALSE

		Standards of Mathematical Practice will be applied throughout the course.			
Math	Honors Algebra I	This course will introduce scholars to an extension of topics introduced in Pre-Algebra by learning algebraic concepts through both theory and applications. Modeling and real-world problems are introduced throughout the course. This course prepares scholars for Honors Geometry and Honors Algebra II. Scholars will work in an advanced setting on concepts such as The Structure and Properties of the Real Numbers, linear Equations and inequalities, polynomials, rational expressions, roots and radicals, relations and functions, exponential functions, and quadratic equations and inequalities	9th grade standing and ecommendation)	1	FALSE
Math	Geometry	Geometry is a course designed to both bridge the gap between concrete and abstract thinking and integrate algebraic knowledge with geometric exploration. Scholars explore more complex geometric situations and deepen their explanations of geometric relationships. The six critical areas of study in Geometry are: congruence, proof and constructions, similarity, proof and trigonometry, extending to three dimensions, circles with and without coordinates, and applications of probability. Scholars will cover topics such as lines, angles, parallel lines, properties of polygons and solids, area, volume, trigonometry, and proofs. The Standards of Mathematical Practice will be applied throughout the course.	Algebra I	1	FALSE

Math	Geometry Honors	Scholars learn to recognize and work with geometric concepts in various contexts. They build on ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry and develop an understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Scholars use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include an advanced understanding of points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; and the use of transformations.	Algebra I and teacher mmendation	1	FALSE
Math	Algebra II	Algebra II is a rigorous course that extends scholars' knowledge of Algebra I concepts. Scholars will explore linear, quadratic and exponential functions and equations in depth. Scholars will Calculus explore linear, quadratic and exponential functions and equations in depth. By the end of the year, scholars will be expected to: solve linear, quadratic, polynomial, exponential, and logarithmic functions; factor complex polynomial and quadratic equations; solve systems of linear equations using multiple methods; arrange data using matrices and perform operations on those matrices; perform operations on radical numbers; and simplify radical expressions. The Standards of Mathematical Practice will be applied throughout the course.	Algebra I	1	FALSE

Math	Algebra II Honors	In Honors Algebra 2, scholars will complete extended projects and cover additional topics. Algebra II is a rigorous course that extends scholars' knowledge of Algebra I concepts. Scholars will explore linear, quadratic and exponential functions and equations in depth. Scholars will Calculus explore linear, quadratic and exponential functions and equations in depth. By the end of the year, scholars will be expected to: solve linear, quadratic, polynomial, exponential, and logarithmic functions; factor complex polynomial and quadratic equations; solve systems of linear equations using multiple methods; arrange data using matrices and perform operations on those matrices; perform operations on radical numbers; and simplify radical expressions. The Standards of Mathematical Practice will be applied throughout the course.	Algebra I and teacher mmendation	1	FALSE
Math	Pre-Calculus	This course is an advanced form of high school algebra intended to prepare scholars for the study of calculus. Pre-calculus includes a review of algebra and geometry as well as an introduction to exponential, logarithmic, and trigonometric functions, vectors, complex numbers, conic sections, and analytic geometry. Equivalent college courses are introduction to analysis, college algebra, and trigonometry.	Algebra I, Geometry, d Algebra II	1	FALSE

Math	AP Pre-Calculus	AP Precalculus centers on functions modeling change in real world and mathematical contexts, focusing on polynomial, exponential and trigonometric relationships. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide a foundation for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent culminating experience rather than exclusively focusing on preparation for future courses.	Must have met the ment eligibility process a credit of Algebra I, y, and Algebra II.	1	TRUE
Math	AP Calculus AB	AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.	Must have met the ment eligibility process ed a credit Algebra I, bra 2, and Pre-Calculus	1	TRUE
Science	Biology	Biology is intended to introduce scholars to concepts of modern biology through laboratory experiences and two major domains: skills and processes of science and concepts of biology. This course will focus on such topics as biochemistry, cytology, genetics, human anatomy and physiology, evolution, biodiversity, and ecology. The successful completion of this course will develop the understanding of concepts through critical thinking, science inquiry, applications of science and technology. Every year,	9th grade standing, nrolled in Biology are d on overall 7th grade rse performance	1	FALSE

Science		scholars experience comparative anatomy through animal dissections.			
Science	Chemistry	The chemistry course is a lab-based introduction to the study of the properties and changes in matter. Topics include matter, energy, atomic structure, periodic table, bonding, chemical reactions, chemical equations, and quantitative relationships. All topics will be presented conceptually, mathematically, and experimentally. The course will focus on real-world science applications, requiring scholars to apply mathematics and problem-solving strategies.	None	1	FALSE
Science	Chemistry Honors	The chemistry course is a lab-based introduction to the study of the properties and changes in matter. Topics include matter, energy, atomic structure, periodic table, bonding, chemical reactions, chemical equations, and quantitative relationships. All topics will be presented conceptually, mathematically, and experimentally. The course will focus on real-world science applications, requiring scholars to apply mathematics and problem-solving strategies. Because this is an honors class students will complete extended projects and cover additional topics.	Teacher mmendation	1	FALSE
Science	Anatomy & Physiology	Anatomy and Physiology is dedicated to the structure and function of the human body. During this course scholars will take an in-depth look at how body systems are designed to work independently and dependently. Scholars will cover topics such as homeostasis, tissue and cell organization, and organs and organ systems. The class will be conducted as a series of lectures, class discussions, case studies, small group work, and lab activities.	None	1	FALSE

Science	Physics	This course covers the four major areas of classical physics: mechanics, electricity & magnetism; waves & optics; and thermal physics. The course has a large laboratory component, where scholars learn to collect, interpret and present experimental data. Scholars will develop their scientific literacy through reading, writing and talking about physics, and will develop their mathematical skills by solving quantitative physics problems.	Students must have completed an Algebra I credit	1	FALSE
Science	AP Environmental Science	The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.	Biology & Chemistry	1	TRUE
Science	AP Biology	Adhering to the curricula recommended by the College Board and designed to parallel college-level introductory biology courses, AP Biology courses emphasize four general concepts: evolution; cellular processes (energy and communication); genetics and information transfer; and interactions of biological systems. For each concept, these courses emphasize the development of scientific inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines and connecting concepts in and across domains. AP Biology courses include college-level laboratory investigations.	Must have met the ment eligibility process.	1	TRUE

Science	AP Physics	AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.	Must have met the ment eligibility process.	1	TRUE
Social Studies	World History I	In the 9th Grade World History I course, scholars study world history and cultures during the Middle Ages and early modern times through the thematic lenses of world religions, social and political organization, cultural renaissance, and economic globalization. Scholars examine diverse cultures, geography, economics, political processes, and religious ethics. Scholars explore historical development by analyzing trends of people, places, and patterns of life from the Middle Ages until 1700 CE. This course also requires scholars to increase their historical and geographical knowledge, which is imperative for global prowess, unified citizenship, critical thinking, and problem-solving skills required in academic, civic, and social settings	None	1	FALSE

Social Studies	World History II	This 10th grade course is part two of the World History curriculum and focuses on the sequence of important events and dates from the second half of the 19th century through the turn of the millennium, recognizing that chronology is important for a scholar's understanding of recent history. Scholars examine industrialization and imperialism and their effects on global power dynamics around the world. Scholars study the various forms of nationalism and militarism that rose out of imperialism to create the global power struggles responsible for the world wars. Scholars will study the Cold War as well as the many struggles for independence and democracy that occurred around the world during the second half of the 20th century, such as the end of British colonialism in India and the defeat of apartheid in South Africa. The course will end with a study and discussion of contemporary events.	None	1	FALSE
Social Studies	US History	The 11th grade United States History course is designed to take scholars on a journey through history. While on this journey, they will gain understanding of the historical, political, geographic, economic, and multicultural aspects of United States history. Scholars will be challenged to make connections between different time periods, peoples, and events. This will help them to understand the cause and effect relationships that have impacted the development of the United States. Any journey requires strength and determination. Scholars will be pushed to think critically, listen attentively, speak articulately, read comprehensively, and write fluently throughout the course.	None	1	FALSE

| Social Studies | AP US History | The AP program in United States History is designed to provide scholars with the analytical skills and factual knowledge necessary to critically analyze the history of the United States. This class will prepare scholars for college courses by making demands upon them equivalent to those made by a full-year introductory college course. Scholars will learn to assess historical materials based on their relevance to a given interpretive problem, their reliability, and their importance and to weigh the evidence and interpretations presented in historical scholarship. This AP course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reason and evidence clearly and persuasively in essay format. | Must have met the ment eligibility process | 1 | TRUE |
| Social Studies | Government | This course is designed to show scholars how the world works and, more specifically, how the United States factors into the workings of our world. To help them be successful, this course is designed to enhance scholars' knowledge of the US government and to further develop their abilities to think critically, analyze information and form/communicate educated opinions. Throughout the course, scholars are asked to analyze the foundations of our government and the history of its development and then assess current situations. With that information, scholars determine how successful we have been at meeting the founders' goals for our nation and what role they can play in the future as citizens of this country. | None | 0.5 | FALSE |

Social Studies	DC History	This course will introduce scholars to the history and people of Washington DC, from its founding through the present. Major themes of the course will include the development of the neighborhoods of Washington DC and their significance in local, regional, and national events, the unique relationship between the local and national governments, the ways in which education and educational institutions have shaped Washington, DC, and the distinctive influence that African-American history and culture has had on Washington, DC.	None	0.5	FALSE
Social Studies	AP Government	This first-year college-level government course is designed to give scholars an analytical perspective on government and politics in the United States. It will prepare scholars for college courses by making demands upon them equivalent to those made by a full-year introductory college course. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It will also focus on the various institutions, groups, beliefs and ideas that constitute U.S. politics.	Must have met the ment eligibility process	1	TRUE
World Language	Spanish I	Spanish I is a rigorous course that will prepare scholars to succeed in Spanish II and III and at the college level. Spanish I will also prepare scholars to interact with Spanish speakers in everyday situations. Scholars will acquire reading, writing, listening, and speaking skills through units centered around real life issues and themes. The course has a strong cultural focus and includes regular lessons on Spanish speaking cultures.	None for High School; ents were selected for sed on the following l 7th grade ELA course MAP assessment scores, essment performance.	1	FALSE

World Language	Spanish II	Spanish II is the bridge between Spanish I and Spanish III. Spanish II scholars will review Spanish I material in addition to learning more complex grammatical topics and vocabulary to grow in the areas of reading, writing, listening, and speaking. Grammar topics will include the preterit, imperfect, present perfect, and future tenses. Focus will also be given to the culture of Spanish speaking countries.	Spanish I	1	FALSE
World Language	Spanish for Native Speakers	The Spanish Language is taught through the writings of the great masters of Hispano-American literature. The students read, analyze, and discuss poetry and short stories, grasping differences in style and form. Like linguistic apprentices, the students learn from the creations of the masters. They memorize and recite the cadence and words of the great poets and from these examples; they learn to produce their own creative works – at the feet of the masters, so to speak. Along the journey, the students learn to think and to gain an appreciation of the Spanish language, its sounds, its possibilities - and they learn to develop those possibilities for themselves.	Students are required speakers of Spanish, or knowledge; placement ermined by use of a and/or teacher tion. 8th graders who bility criteria can take igh school credit.	1	FALSE

| World Language | Spanish for Native Speakers II | Learners refine their Spanish proficiency across three communicative modes: interpersonal (interactive communication); interpretive (receptive communication), and presentational (productive communication). Learners continue to learn how to function in real-life situations by using complex language structures and expanded vocabulary, idiomatic expressions, and colloquialisms in the context of everyday interactions and social relationships. Learners deepen their understanding of the world around them as they study the principal theme of our world (nuestro mundo) and the following subthemes: our identity, our past time, our heritage, and our artistic world (nuestra identidad, nuestro ocio, nuestra herencia y nuestro mundo creativo). Learners explore the cultures of targeted regions of Spanish-speaking countries | Students are required ...peakers of Spanish, or ... knowledge; placement ...ermined by use of a ...r and/or teacher ...nmendation. | 1 | FALSE |
| World Language | AP Spanish Language and Culture | The AP Spanish Language course helps to prepare scholars to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century1 (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level. In addition, all scholar work, practices, projects, participation and assessments are in Spanish. This course prepares scholars for the College Board's AP Spanish Language and Culture Exam. | Must have met the ...ment eligibility process | 1 | TRUE |

World Language	AP Spanish Literature and Culture	The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism).	Must have met the ment eligibility process	1	TRUE
Art	World Art	World Art is a foundation course designed to introduce scholars to: the language of art, the examination of works from selected artists, basic technical skills for creating 2D and 3D works of art, self-expression, visualization and presentation, and cultural diversity in the arts. Scholars will cover the basics of the Elements and Principles of Art and Design (color, line, value, shape, form, texture, space, etc.) and will explore various mediums and techniques such as watercolor, acrylics, pencil, and relief printmaking. Scholars will also have the opportunity to engage artistically through a global artistic lens and an interdisciplinary approach to visual art. Scholars will build upon their artistic vocabulary by evaluating different genres of art.	None	0.5	FALSE

Art	Print Art	Print Art focuses on the inter-relationships that occur between drawing and painting using a variety of media and techniques, emphasizing observation and interpretation of the visual environment. This course asks students to apply the elements of art and principles of design, along with a study of art and artists from a worldwide perspective and instruction in the critique process. Advanced courses may encourage students to refine their creative process and develop their own artistic styles following and breaking from traditional conventions.	Scholars must have rld Art or Introduction to Art.	0.5	FALSE
Art	Advanced Studio Art	This course is designed to provide an advanced-level multi-media approach to visual arts and may include independent studio projects. Scholars will develop a portfolio that will be created by incorporating various Art Themes and Global Awareness Themes. Scholars will piece together a collection of work that represents their "Voice" as an artist on these categories.	Teacher mmendation	1	FALSE
Art	AP Drawing	The AP Drawing course consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding scholars to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Scholars' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Scholars may choose to submit any or all the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.	Prerequisite: Teacher on. Must have met the ment eligibility process	1	TRUE

Music	Music Media	Specialized media classes in music technology, synthesis, recording techniques, editing, post production, film scoring, arranging,Djing, and music business help students develop the skills they will need to succeed in today's rapidly changing music industry. Students get extensive hands-on experience in this class.		0.5	TRUE
Physical Education/ Health	Physical Fitness	This semester course is designed so all students acquire the basic knowledge about how to become fit and why it is important. Students will learn how to safely use various exercise equipment and stations in the fitness center. Instruction will focus on the components of fitness and how they contribute to optimal health. Principles of strength training, elements of cardiovascular health, basic anatomy and physiology, and the elements of a personal fitness plan are topics covered during the course.	9th grade standing	0.5	FALSE
Physical Education/ Health	Health Education I	In this course, scholars will understand concepts related to health promotion and disease prevention to enhance health. Scholars will become health-literate individuals who will be able to comprehend concepts of health promotion and disease prevention, including how their bodies function, ways to prevent disease and other health problems, and how their behavior influences their health status. We will cover the following categories of risk behavior: mental health, tobacco use, abstinence and sexual behaviors that result in S.T.D. and HIV, nutrition, alcohol and other drug use, and physical activity.	9th grade standing	0.5	FALSE
Physical Education/ Health	Lifetime Fitness	Lifetime Fitness Education courses emphasize acquiring knowledge and skills regarding lifetime physical fitness; content may include related topics such as nutrition, stress management and consumer issues. Students may develop and implement a personal fitness plan.	None	0.5	FALSE

Physical Education/ Health	Mindful Movement	Mindful movement allows us to check in with our bodies and get moving in a way that can help us lower stress, release stagnant energy, and strengthen our mind-body connection. Students will learn to practice self-care by incorporating both mental and physical well-being.	None	0.5	FALSE
Seminar	AP Research	AP Research, the second course in the AP Seminar experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.	AP Seminar	1	TRUE
Seminar	GCS11: Internship and Post-Secondary Planning	Scholars will explore specific colleges and career fields in effort to generate a preliminary college application list. This course allows scholars to go deeper into topics such as: understanding academic performance required for college entry and success and identifying safety, match, and reach colleges. By the end of this course, each scholar will have completed a job shadow with an external partner and have a complete college application list and college essay. Students will also do SAT/PSAT Prep in this class.	11th grade standing or ybrid 10th	1	TRUE

Seminar	GCS 12: Global and Collegiate Symposium	This course will support scholars in solidifying their postsecondary choices so that they can make the best college match. The teacher will guide scholars through the college application process in a highly individualized and hands-on process. Scholars will also learn, in detail, about the financial aid system and will prepare for the transition to college, exploring topics about accessing campus resources, scheduling classes, and alumni services offered by Paul. This is a full year course in which scholars prepare for post-secondary education and present about the impact of their project during the Spring Senior Symposium. By the end of the course, scholars' college preparation activities will culminate in a College Signing Day and a portfolio that outlines their college transition plan. Students will also do SAT/ACT Prep in this class. Generally this is a 1 credit course, however, students who completed GCS11 and are enrolled in AP, Dual Credit, or ATC courses may only earn .5 credit in semester 1 to allow them to complete these other programs.	12th grade standing or d 11th grade		TRUE
Seminar	AP Seminar	AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and	Must have met the ment eligibility process	1	TRUE

		evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.			
Elective	Forensic Science	In this course, students will apply science (chemistry, physics, and biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. It includes the investigation of fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. Students are taught the proper collection, preservation, and laboratory analysis of various samples.	None	0.5	TRUE
Elective	Psychology	This course is designed to explore the study of human behavior. As an introduction to the field of psychology, this course includes consideration of psychological principles, terminology, major theories, careers, methods of experimentation, and practical applications. Special topics include personality development, problem-solving, group dynamics, and motivation. Scholars will learn about the complex needs and challenging environments of underserved communities that require the services of public psychology. The course will assist scholars in exploring advocacy efforts in local and national communities.	None	1	TRUE
Elective	Financial Literacy	This course is designed to alert, inform, and educate scholars in concepts of personal finance and money management. Scholars will begin to develop the skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.	None	0.5	TRUE

Elective	Computer Science	This course offers high school students a foundational understanding of computer science principles and computational thinking. Students will explore topics such as algorithms, data structures, programming basics (using languages like Python or JavaScript), digital citizenship, cybersecurity, and the social impacts of computing. Through hands-on projects and real-world problem-solving, students will develop critical thinking, logic, and creativity. No prior programming experience is required, making this course ideal for beginners interested in technology, software development, or future STEM careers.	None	0.5	TRUE
Elective	English Lab A	This English Lab course utilizes the READ 180 program, a comprehensive reading intervention curriculum designed to help students significantly improve their reading skills and achieve grade-level proficiency. This structured literacy program is built on the science of reading, focusing on foundational literacy, vocabulary, language, comprehension, and writing. Scholars who are experiencing deficiencies in reading, writing, grammar, speaking, listening, and organizational skills will find this course is designed to meet their individual needs. Instruction will include individual and group structured activities that improve reading comprehension, writing, grammar usage, organizational skills, and vocabulary development. Instruction is differentiated to meet scholars' individual needs and readiness and is designed to help scholars make connections between reading, writing, literature, and their own lives.	Teacher on and assessment data		FALSE

Elective	English Lab B	Scholars will be further supported in the READ 180 program with more advanced independent and structured activities that improve reading comprehension, writing, grammar usage, organizational skills, and vocabulary development. Instruction is differentiated to meet scholars' individual needs and readiness and is designed to help scholars make connections between reading, writing, literature, and their own lives.	Teacher on and assessment data		FALSE
Elective	Math Lab A	This math intervention course uses Scholastics' Math 180 software, a program designed to help struggling students build foundational math skills. It's a blended learning program, combining teacher-led instruction with software-based learning according to the Academic Intervention Tools Chart. Math 180 is specifically aimed at students who need extra support to catch up to their grade level.	Teacher on and assessment data		FALSE
Elective	Math Lab B	This course focuses on continuing to rebuild the essential math skills needed for algebra readiness, addressing gaps in students' understanding and providing additional opportunities and supports for scholars to build stronger mathematical knowledge. The course extends skills through a variety of instructional strategies and emphasizes concepts, skills, vocabulary and definitions necessary to master scholar learning outcomes of the core math course.	Teacher on and assessment data		FALSE

Elective	PLTW: Computer Science Principles	Computer Science Principles courses provide students the opportunity use programming, computational thinking and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet, algorithms and the impact that these have on science, business and society. Computer Science Principles courses teach students to use computational tools and techniques including abstraction, modeling and simulation to collaborate in solving problems that connect computation to their lives.	Earned credit in Science Essentials	1	TRUE
Elective	PLTW: Computer Science Essentials	In this introductory course, students will begin their journey into the world of programming with visual, block-based coding and seamlessly transition to text-based programming languages such as Python. They will learn to create apps, develop websites, and integrate computers to bring their designs to life. Throughout the course, students will apply computational thinking practices, expand their technical vocabulary, and collaborate like computing professionals to create projects addressing real-world topics and problems that matter to them. As part of the curriculum, students will engage in at least two Career Exploration Work-Based Learning experiences, which may include guest speakers from the industry and workplace tours relevant to their program of study. This course is a key component of the IT Career Cluster, focusing on building pathways to entry-level, technical, and professional careers in IT fields such as hardware design, software development, multimedia creation, and systems integration services.	9th Grade; this course a CTE program of study r four years.	1	TRUE

Elective	AP African American History	AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.	Must have met the ment eligibility process	1	TRUE
Elective	SAT Math Prep	This course is designed to equip high school students with the skills, strategies, and confidence needed to excel on the SAT Math section. Students will review key mathematical concepts, including algebra, geometry, data analysis, and advanced problem-solving techniques. Through targeted practice, timed drills, and test-taking strategies, students will learn how to approach different question types efficiently and avoid common pitfalls. Whether aiming for a foundational review or a score boost, this course provides the tools necessary for success on test day.	None	0.5	TRUE
Elective	SAT ELA Prep	The SAT ELA Prep course provides students with activities in analytical thinking and with the skills and strategies associated with standardized test taking. Topics covered include vocabulary, reading comprehension and writing strategies, as well as time management, scoring procedures and dealing with test-related stress. Course materials may include national and state standardized test review materials (such as ACT, SAT, or PSAT test review materials), current assessment software programs and previous standardized examinations.	None	0.5	TRUE

Elective	Photojournalism	This course is a professionally-oriented media course intended for students to learn the basics of broadcast journalism and its history. Students will learn on-the-air experience, including announcing skills and production techniques. Evaluation is based on daily oral/written assignments, quality of story segments, and attention to process and deadlines. Students in this course will learn how to manage social media campaigns and cover stories inside of the Paul Public Charter School Community.	None	0.5	TRUE
Elective	Forensic Science Lab	Forensic Science Lab involves the application of biological, chemical and physical science principles to data and physical evidence related to evidence collection and analysis. The courses focus on the application of scientific knowledge and scientific principles to collect, preserve and analyze evidence in a laboratory setting. Topics may include but are not limited to entomology, forensic anthropology, serology and fingerprinting.	None	0.5	TRUE
Elective	Current Events	This course explores contemporary issues, examining their impact on individuals and society. These courses often utilize various media sources, like newspapers, online articles, and videos, to analyze current events and develop critical thinking skills. Students learn to identify different perspectives, evaluate the credibility of information, and understand the connections between local and global events.	None	0.5	FALSE
Elective	SEL: Life Skills	This course teaches social and emotional learning (SEL) competencies like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, equipping students with vital knowledge and skills for personal growth, academic success, and future careers. Such a course helps individuals develop empathy, manage emotions, build positive	None	0.5	TRUE

		relationships, and make thoughtful choices, leading to improved overall well-being and better performance in school and life.			
Elective	Charting the Course: Pirates Pathway to the Future	Charting the Course: Pirates' Pathway to the Future is a college-preparatory, postsecondary skills development course for 9th- and 10th-grade students with IEPs. This course supports students in exploring career interests, understanding how college connects to future careers, and building the skills needed for success after high school. Students participate in hands-on activities such as career interest exploration, career and college pathway videos, resume and interview practice, career research projects, and career exploration field trips. Throughout the course, students develop skills in organization, communication, self-advocacy, and decision-making that are essential for success in college and beyond.	9th & 10th grade students with IEPs.	0.5	TRUE
ATC - General Nursing	Principles of Health Science - ATC	This introductory course for health professions explores knowledge, skills, values, and experiences as foundations of practice. Students develop critical reading skills through texts on contemporary health care issues, examine the evolution of health disciplines, and study models of professional socialization. Topics include technology use, rising costs, and maintaining quality in health care delivery.	None	1	TRUE
ATC - General Nursing	Health Promotion, Nuttition & Diet Therapy - ATC	This course surveys the biochemical basis of nutrition and disease for nursing and health majors, introducing medical terminology and metabolic syndromes such as obesity, diabetes, hypertension, and cardiovascular disease. Students explore diet therapy, cultural and behavioral influences on nutrition, and analyze personal dietary values through labs. A basic chemistry background is recommended but not required.	Principles of Health Science	1	TRUE

ATC - General Nursing	Anatomy & Physiology I - ATC	A systematic approach to the study of the human body. The first part of this year -long course emphasizes the tissues, the integumentary system, the bones and skeletal tissue, muscles and muscle tissue, and the nervous system. Students have the opportunity to apply concepts discussed during the lecture portion of the class to clinical questions presented throughout the semester. Three hours of laboratory per week.	Health Promotion, & Diet Therapy	1	TRUE
ATC - General Nursing	Anatomy & Physiology II - ATC	A systematic approach to the study of the human body. The second part of this year-long course emphasizes the endocrine, lymphatic, cardiovascular, respiratory, digestive, urinary and reproductive systems. Students have the opportunity to apply concepts discussed during the lecture portion of the class to clinical questions presented throughout the semester.	Anatomy & Physiology I - ATC	1	TRUE
ATC - Cybersecurity	Introduction to Information Security & Assurance	This course introduces information technology and cybersecurity fundamentals, covering operating systems, file systems, and threat assessment with countermeasures. It surveys core computer science topics including iteration, recursion, functions, logic, data structures, finite state machines, and algorithmic problem solving.	None	1	TRUE
ATC - Cybersecurity	Foundations of Computing - ATC	This course introduces students to information technology, covering operating systems, file systems, and computer fundamentals. It teaches a proactive approach to assessing cyber threats and implementing countermeasures, providing foundational knowledge and skills in cybersecurity theory and practice.	None	1	TRUE

ATC - Cybersecurity	Intro to Cybersec & Info - ATC	This course introduces students to the fundamentals of cybersecurity through a proactive, realistic approach to assessing threats and implementing countermeasures. Topics include core concepts, technology, attacks and defenses, policies and procedures, communications and network security, management, as well as legal, political, and technical issues.	None	1	TRUE
ATC - Cybersecurity	ITC System Component Security - ATC	This course will enable the students to understand the TCP/IP Protocols and their functions, the Network Application Protocols, and OSI Model Layer Functions. The hands-on lab simulation could also help the students to exercise and practice on how to create, review, update, and troubleshoot different network topologies, and secure the network infrastructure. The students will be able to specialize in network devices and virtualization technologies.	Foundations of Intro to Cybersec & Info	1	TRUE
ATC - Cybersecurity	Introduction to Computer and Mobile Forensics - ATC	This course introduces computer and mobile forensics, focusing on analyzing anomalous activity in systems, networks, and data. Students learn how digital forensics responds to incidents by investigating breaches and crafting solutions for individuals, corporations, and governments. Unlike cybersecurity's proactive approach, forensics emphasizes reactive incident response.	ITC System Component curity - ATC	1	TRUE
ATC - Cybersecurity	Principles of Cybersecurity and Security Management - ATC	This course covers the policies and practices adopted to prevent and monitor unauthorized access, misuse, modification, or denial of a computer network and network-accessible resources. It includes the topics related to Administering a Secure Network, understanding the basic and core concepts of information security, identifying different types of cyber-attacks including, Malware and Social Engineering Attacks, Networking and Server Attacks. (OSSE Course: Network Defense and Countermeasures)	Introduction to Mobile Forensics - ATC	1	TRUE

Archived Courses

Subject Area	Course Name	Description	Prerequisites	Credit	CLCP
English	ESL I	ESL I is designed for scholars scoring at levels 1 and 2 on the ACCESS test. The course introduces new speakers of English to academic vocabulary, reading skills, and writing strategies. The scholars in this course will build vocabulary through reading units and independent practice. Additionally, scholars will practice writing essays based on leveled academic readings. Writing skills will include how to brainstorm and organize information, how to draft and proofread, and how to peer edit, revise and publish online. In this class standards from Engage NY for each scholars' grade level will drive the work done with scholars.	As determined by their performance on the Access assessment and grade level standing.	1	FALSE
English	ESL II	ESL II is a transition class for scholars scoring at levels 2 and 3 on the ACCES test. These scholars have mastered basic language skills but still require intense development in vocabulary, speaking, reading, and writings. The scholars in this class participate in daily reading assignments which focus on literary concepts such as plot, characterization, and figurative language. Scholars complete writing projects such as contrast, descriptive, and argumentative paragraphs. By the end of this course all scholars will go through all steps of the writing process-brainstorming, organizing, drafting, and revising—in order to publish an original multi-paragraph essay. In this class standards from Engage NY serve as the basis of the curriculum.	As determined by their performance on the Access assessment and grade level standing.	1	FALSE

English	ESL III	ESL III is designed for scholars scoring at a 3 or 4 on the ACCESS test. The course focuses on improving scholars' vocabulary, grammar, critical reading, critical writing, and presentation skills. Scholars are assigned multiple essay topics and daily reading assignments which are designed to encourage scholars to generate ideas freely. Scholars will read Hamlet, Romeo and Juliet, and The Things They Carried. As scholars complete intense independent reading assignments, they collect materials, notes, and writings based on selected literature circle roles. Each week, scholars actively participate in group discussions and reflective writing assignments about what they have read and discussed. In this class standards from Engage NY for each scholars' grade level will drive the work done with scholars.	As determined by their performance on the Access assessment and grade level standing.	1	FALSE
English	Honors English 9	English 9 Honors extends the English 9 curriculum to include additional readings and a sophisticated academic study of all literature read. You will learn techniques of literary criticism and be introduced to major components of literary theory. It is expected that you already are proficient in essay writing and able to demonstrate strong critical thinking skills. In the first semester, you will enhance your understanding of principles of critical thinking and apply your knowledge in writing, analysis, and oral presentations. In the second semester, you will apply higher order thinking, in-depth research, and advanced writing techniques to refine the written assessments you produce.	Teacher recommendation and 9th grade standing	1	FALSE

Math	AP Calculus BC	In this course, students will explore the concepts, methods, and applications of differential and integral calculus, including topics such as parametric, polar, and vector functions, and series. Students will perform experiments and investigations and solve problems by applying their knowledge and skills. Students will learn the following skills: determining expressions and values using mathematical procedures and rules, connecting representations, justifying reasoning and solutions, and using correct notation, language, and mathematical conventions to communicate results or solutions.	Must have met the Advanced Placement eligibility process and earned a credit in AP Calculus AB.	1	TRUE
Math	Calculus	Calculus forms a bridge between mathematical topics such as geometry, algebra, and trigonometry and advanced theoretical mathematics such as differential equations, vector analysis and complex variables. Scholars study the following topics: functions, limits, continuity, differentiation, curve sketching, maximization and minimization problems for functions of one variable, the Riemann integral and antiderivatives (integrals). For this course, the focus will be on integration and fundamental theorem applications, as well as partial differentiation applications.	Algebra I, Geometry, Algebra II, and Pre-Calculus	1	TRUE
Math	Statistics	This introductory course covers basic probability and statistics with applications. Students will be able to collect data using random strategies, represent data using different types of graphical display, and interpret these graphical displays. Students will learn probability models including normal, binomial and geometric distribution. Linear regression is introduced. Topics such as random variables, probability distribution rules (addition rule, multiplication rule and conditional probability), counting principles, confidence intervals and hypothesis testing for sampling distributions will be included.	Algebra I	1	FALSE

Science	Environmental Science	This course focuses on environmental challenges of today's world while cultivating scientific critical thinking skills. Scholars study ecosystems, natural resources, and human population growth and apply skills that they have learned from their Biology, Chemistry, and Anatomy and Physiology courses.	Biology & Chemistry	1	FALSE
Social Studies	World History II Honors	This 10th grade course is part two of the World History curriculum and focuses on the sequence of important events and dates from the second half of the 19th century through the turn of the millennium, recognizing that chronology is important for a scholar's understanding of recent history. Scholars examine industrialization and imperialism and their effects on global power dynamics around the world. Scholars study the various forms of nationalism and militarism that rose out of imperialism to create the global power struggles responsible for the world wars. Scholars will study the Cold War as well as the many struggles for independence and democracy that occurred around the world during the second half of the 20th century, such as the end of British colonialism in India and the defeat of apartheid in South Africa. The course will end with a study and discussion of contemporary events. Because this is an Honors course students will complete extended projects and cover additional topics.	Teacher recommendation	1	FALSE
World Language	American Sign Language	In American Sign Language, students express increasingly complex concepts through sign while showing some spontaneity. Comprehension goals for students include attaining more facility and faster understanding when viewing signed language at normal rates, being able to paraphrase or summarize cultural information through signed videos, and conversing in sign easily within limited situations.	None	1	FALSE

World Language	French I	This course emphasizes functional use through activities that involve meaningful language use. Mastery of sounds and intonation patterns is achieved through speaking and intensive conversation practice. Basic grammatical structures are studied and basic functional vocabulary is developed in context. Elementary passages are read for comprehension, and writing is limited basically to the construction of sentences utilizing learned grammar and vocabulary. The history and culture of Francophone countries are studied.	9th grade standing	1	FALSE
World Language	French II	This course emphasizes functional use through activities that involve meaningful language use. Reinforces skills developed in French I, with emphasis on more intensive oral and listening practice of sounds and intonation. More complicated grammatical constructions are studied and vocabulary expanded through oral discussions of topical subjects. Reading of simple literary and popular texts is introduced. More is learned about the history and customs of contemporary Francophone cultures.	French I	1	FALSE
World Language	French III	The French III course is designed to increase scholars' communicative proficiency in listening, speaking, reading and writing while simultaneously expanding their cultural awareness and knowledge. Scholars learn and use more sophisticated vocabulary, complex grammatical structures and verb tenses and moods. Instruction of grammar, culture and vocabulary is done in the target language at this level. In level III scholars develop the ability to use the language not only for daily life situations but also to read, discuss, analyze, debate and give opinions on more sophisticated topics such as current events, historical events, controversial issues, literature and technical topics. More emphasis is placed on form as well as content and structure as scholars are guided to write well-organized and coherent essays.	French II	1	FALSE

World Language	Pre-AP Spanish	The Spanish Language is taught through the writings of the great masters of Hispano-American literature. The students read, analyze, and discuss poetry and short stories, grasping differences in style and form. Like linguistic apprentices, the students learn from the creations of the masters. They memorize and recite the cadence and words of the great poets and from these examples; they learn to produce their own creative works – at the feet of the masters, so to speak. Along the journey, the students learn to think and to gain an appreciation of the Spanish language, its sounds, its possibilities - and they learn to develop those possibilities for themselves. It also lays the necessary foundations for success in the AP Spanish Language and AP Spanish Literature courses.	Students are required to be native speakers of Spanish, or have native-like knowledge	1	FALSE
World Language	Spanish III	Scholars at this level will be expected to enhance the four language skills of reading, writing, listening, and speaking. This class will introduce the subjunctive mood, compound tenses, prepositions, and basic conversational skills. Speaking the language is greatly stressed at this level. Scholars will also be exposed to cultural and literary readings.	Spaniish I & Spanish II, or high level of native speaking	1	FALSE
World Language	Spanish IV	The goals of Spanish IV are to strengthen the language skills acquired in the previous three years of study. Scholars will be taught to write or speak spontaneously on different topics. Authentic sources will be used to increase vocabulary and language skills. In depth grammar study will include a review of verb tenses and grammar topics covered in previous levels of Spanish.	Spanish I, Spanish II, Spanish III	1	FALSE
Art	Art in Context	In this course scholars will learn about the manifestations of art in their everyday life. Scholars will investigate the role art plays in culture and identity building. Scholars will also create various types of art to beautify their school, community and home. This course may fulfill the art graduation requirement.	None	0.5	FALSE

Art	Art Standards	This course allows students an opportunity to become associated with the language of art, the examination of works from selected artists, basic technical skills for creating 2D and 3D works of art, self-expression, visualization and presentation, and cultural diversity in the arts. Students will cover the basics of the Elements and Principles of Art and Design (color, line, value, shape, form, texture, space, etc.) and will explore various mediums and techniques such as watercolor, acrylics, pencil, and relief printmaking. Scholars will also have the opportunity to engage artistically through a global artistic lens and an interdisciplinary approach to visual art. Scholars will build upon their artistic vocabulary by evaluating different genres of art.	None	0.5	FALSE
Art	Introduction to Art	This foundational course designed to introduce scholars to: the language of art, the examination of works from selected artists, basic technical skills for creating 2D and 3D works of art, self-expression, visualization and presentation, and cultural diversity in the arts. Scholars will cover the basics of the Elements and Principles of Art and Design (color, line, value, shape, form, texture, space, etc.) and will explore various mediums and techniques such as watercolor, acrylics, pencil, and relief printmaking. Scholars will also have the opportunity to engage artistically through a global artistic lens and an interdisciplinary approach to visual art. Scholars will build upon their artistic vocabulary by evaluating different genres of art.	None	0.5	FALSE
Music	Introduction to Music Composition	This course is designed to expose scholars to the basics of musicianship, theory, and musical materials. Focus will be given to understanding melody, rhythm, and musical analysis. Scholars will learn to read and write music. Last, scholars will be exposed to basic performance skills in voice or an instrument.	None	0.5	TRUE

Music	Music Production	Music Production will provide hands-on study of recording studio and DJ'ing techniques and aesthetics. Students will create original studio work while developing listening and technical skills for audio production. Technical topics include digital and analog audio technology, acoustics, microphone technique, signal processing and mixing using professional audio software. In reference to DJ'ing students will receive knowledge and experience using modern professional DJ equipment. Students will work towards completing a final project related to their area of expertise.	None	0.5	TRUE
Music	Recording Arts	This one semester course covers a broad range of topics including, but not limited to, the following: 1.) Live sound reinforcement: understanding and applying techniques used in live performances with many different components (i.e. mixers, microphones, speakers. effects) to achieve professional sound reinforcement results; 2.) Contemporary Music Theory: Tried and true techniques to create contemporary songs in many genres, classically structuredd pieces, film/television scores and more; and 3.) Studio Recording reinforcement: understanding and applying techniques used in the studio environment to record, mix, and produce professional quality musical recordings.	None	0.5	TRUE
Music	Rhythm & Culture	This course enables students to deepen their knowledge of rhythm, focusing on the study and practice of rhythms from different world cultures. Students will analyze the rhythm's essence and synthesize them within their own musical vocabulary for performance and composition.	None	0.5	FALSE

Music	Vocal Performance	This semester long course offers the core curriculum of a deeper exploration of vocal technique, music theory, and music history through the study of a wide variety of choral music written for student voices. Chorus students will learn to use their vocal instrument to create a correct and pleasing singing sound. Chorus also offers opportunities for students to develop team building and leadership skills. This is a performance-based class.		0.5	FALSE
Music	World Drumming	World Drumming is a hand drumming course that explores rhythmic motives derived from different cultures rich in percussive music. The concept of poly-rhythms and rhythm stacking through African, Latin, and Caribbean music will all be examined and practiced through the use of music reading as well as by note memorization. Students will perform on various hand drum instruments in addition to traditional percussion drums. Rhythmic content will progress from the easy to medium level. Topics will include music reading skills, technique, and general musicality. Students will perform as a group and individually during class time and school performances.	None	0.5	FALSE
Physical Education/ Health	African Dance & Improv	Few people in the West know much about Traditional African Music and Dance or are aware that it possesses precise rules and codified movements. Traditional African Dance is an essential element of Africa's cultural heritage because it is the living expression of its philosophy and the living memory of its evolution and cultural wealth over the centuries. In this course, specific and required skill sets and techniques in African dance are introduced, nurtured, instilled, and developed. Scholars also explore basic characterization of the actor. This course also counts as a Physical Education credit.	9th grade standing	0.5	FALSE

Physical Education/ Health	Ballet	Scholars explore various aspects of ballet dance and character development. Evaluation will be made through multiple modes including performance, test, and notebook or materials check. Public performances of dance and/or theater may be presented during the school year. This course also counts as a Physical Education credit.	9th grade standing	0.5	FALSE
Physical Education/ Health	Dance	Scholars will explore various types dance. Scholars will explore various aspects of ballet, contemporary dance, jazz dance and other arts careers. Evaluation will be made through multiple modes including performance, test, and notebook or materials check. Public performances of dance and/or theater may be presented during the school year. This course also counts as a Physical Education credit.	High School standing	0.5	FALSE
Physical Education/ Health	Hip Hop & Improv	Scholars explore contemporary dance and the technical aspects of theater production. Scholar dancers focus on building stamina, improving strength and flexibility, body conditioning, and rhythm isolations. This course also counts as a Physical Education credit.	9th grade standing	0.5	FALSE
Physical Education/ Health	Modern Dance	This course explores the technique and the theory of Modern Dance. Emphasis is placed on beginning/intermediate modern dance techniques and the application of movement principles essential to the training of the dancer. In this course, different styles of modern dance will be presented with an emphasis on improving anatomical awareness and alignment, developing integrated movement patterns and internal connections, rhythmic awareness and using dance as a form of expression. Students will analyze the cultural, social, and historical significance of modern dance as it relates to popular culture. This course also counts as a Physical Education credit.	9th grade standing	0.5	FALSE

Physical Education/ Health	Physical Education	The course emphasizes enjoyable participation in physical activities that help all scholars develop the knowledge, attitude, emotional skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. Scholars will participate in units from the following categories: recreational team sports, individual/lifetime activities, leisure activities, team building and cooperative learning activities, competitive team sports, and physical fitness testing.	9th grade standing		FALSE
Physical Education/ Health	Physical Education I	The course emphasizes enjoyable participation in physical activities that help all scholars develop the knowledge, attitude, emotional skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. Scholars will participate in units from the following categories: recreational team sports, individual/lifetime activities, leisure activities, team building and cooperative learning activities, competitive team sports, and physical fitness testing.	9th grade standing	0.5	FALSE
Physical Education/ Health	Physical Education II	This course will focus on developing more proficient movement skills in team sports, as well as on personal fitness at more complex levels. The course will include both physical and written assignments.	9th grade standing	0.5	FALSE
Physical Education/ Health	Weight Training	Weight Training is a class that allows scholars to learn and apply weight training principles with an individualized approach and a flexible schedule. Scholars will learn to design and implement a weight training program tailored to their own fitness goals. Additional course requirements include: a pre- and post-fitness assessment and completion of a training log.	9th grade standing	0.5	FALSE

Seminar	GCS 10: Recognizing Perspectives	This course allows scholars to explore global issues and identify the skills necessary to take part in a global economy. More independent study takes place in this course with scholars having monthly conferences with the instructor to review website updates. Scholars will develop their Global Citizenship website and Coalition Application materials. Scholars will choose an ISSN Assessment Shell to show the development of their research, website and will be able to assess their preparedness for postsecondary opportunities.	10th grade standing or hybrid 9th	1	TRUE
Seminar	GCS 9: Investigating the World	This course exposes scholars to a variety of global issues and high school 21st century skills. Throughout the course, scholars will develop their critical thinking, comprehension and writing skills to investigate the world and potential career opportunities. Scholars will compose a "Country Almanac" as they explore a specific country closely, begin the Coalition College Application, and document their preliminary research. All scholars will be expected to create an individual website that will act as their Global Citizenship Seminar portfolio while in high school where they will add new information they research each year. At the end of the school year, scholars will declare their county, global issue and possible career field they plan to investigate for the remainder of their high school career. Scholars will develop the investigation skills (the Four Global Competencies) and take ownership through scholar choice (SAGE).	9th grade standing	1	TRUE
Seminar	GCS12: EL Global and College Symposium*	This EL course teaches students unfamiliar with American culture about the culture of American college. Students will learn information about the college admissions process, how to apply to universities, and how to apply for college financial aid. Students will also engage in work that will build their familiarity with high frequency vocabulary and skills as they prepare for admissions tests. Students will develop a	12th grade standing and as determined by their performance on the Access assessment and grade level standing	1	TRUE

		deep understanding of the vocabulary and language structures required for post-secondary work.			
Elective	21st Century Technology	Scholars will use computer and software applications including Microsoft Word, Excel, Power Point, the internet, and email to prepare documents and reports. The impact of computers on society and ethical issues will be presented.	None	0.5	TRUE
Elective	AP Psychology	AP Psychology course is designed to introduce scholars to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Scholars are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology.	Must have met the Advanced Placement eligibility process	1	TRUE
Elective	Applied Literacy	In this course, students will learn the cognitive and reflective processes that successful, independent readers use to comprehend text. They will become more competent readers and will improve their skills with the more challenging content texts they encounter at the high school level. Students will participate in literary circles based on their interest and novel of choice.	None	0.5	FALSE
Elective	Broadcast Journalism	This course is a professionally-oriented media course intended for students to learn the basics of broadcast journalism and its history. Students will learn on-the-air experience, including announcing skills and production techniques. Evaluation is based on daily oral/written assignments, quality of story segments, and attention to process and deadlines. Students in this course will learn how to manage social media campaigns and cover stories inside of the Paul Public Charter School Community.	None	0.5	TRUE

Elective	Business Studies (formerly Entrepreneurship (NFTE)	This course incorporates the National Foundation for Teaching Entrepreneurship (NFTE) curriculum to teach the entrepreneurial mindset (e.g., innovation, self-reliance, comfort with risk) alongside traditional startup skills (e.g., market research, supply and demand, expense management). Scholars create original business plans, either individually or with a partner, and pitch in a competition series for the chance to earn investment and prizes. Upon completion, scholars can take the Certiport Basic Entrepreneurship and Small Business exam which is aligned to the Common Career Technical Core and National Content Standards for Entrepreneurship Education.	None	0.5	TRUE
Elective	Career Exploration	In Career Exploration, students research real-world challenges in order to predict future market needs and develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience.		0.5	TRUE
Elective	Coding	In this course, students are exposed to the world of coding. Coding, the language of the future, is used in every piece of technology. Coding is intended for students with no previous background, and teaches how to code in a fun and accessible way. Through a series of learning "modulus", including example code, video tutorials, quizzes, programming challenges, and applied programming exercises, this course teaches the foundations of computer science. The course, which is taught in Python, equips students with the programming fundamentals to learn any programming language. The course focuses on the problem solving and critical thinking skills required to properly code, skills that will benefit students in all of their future endeavors. Students will demonstrate their understanding by turning in assignments requiring them to create their own code to perform a required task.	None	0.5	TRUE

Elective	Computer Science Explorations 1	CS Explorations 1 is an introductory computer science course based in the Scratch programming language, that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. In this course, students will learn foundational concepts and skills of computer science (CS) and programming and students will explore using computers to solve problems and express themselves. Designed to be engaging and relevant to student life, students build, remix, and share their animations, games, stories, music, and art in an engaging and collaborative environment.	None	0.5	TRUE
Elective	Computer Science Explorations 2	Students will investigate the broad implications of AI technology such as targeted advertising, facial and voice recognition, self-driving cars, and neural networks. Through a combination of group activities, individual explorations, and end-of-module deep dive projects, students will build familiarity with AI technology and the current state of machine learning. Students will close the course with a look into the future of AI and discuss the implications of AI technology for our society and our world.	None	0.5	TRUE
Elective	Computer Science Explorations 3	CS Explorations 3 is an introductory CS course designed to support the transition from block-based to text-based programming in Python, through engaging learning units and projects that explores CS as a medium for creation including app design, LED art, music and more.	None	0.5	TRUE

Elective	Constitutional Law	Constitutional Law is a yearlong course taught by law scholars from the Marshall-Brennan Constitutional Literacy Project, which is operated by American University Law School and includes cooperating scholars from Howard University Law School. The course covers constitutional rights and responsibilities in the context of schools and scholars, including: freedom of speech and press; religious freedom and separation of church and state; the standard for searches and seizures; equality rights based on race and gender; school discipline and due process; and privacy. The importance of voting and civic participation is also a key focus. Scholars learn to read Supreme Court cases through excerpted versions in a casebook entitled "We the Scholars," now in its 3rd edition. They learn to understand how courts work and how judges analyze issues. An important component of the course is a moot court in which scholars are taught to give oral legal arguments in a hypothetical case, as if they were arguing in a court of appeals; this emphasizes the ability to analyze issues, to answer questions while drawing on the facts and cases they have learned, to articulate on their feet, and to advocate for a position while at the same time showing respect to the authority of the judges.	None	1	TRUE

Elective	Creative Writing	Creative Writing is designed for students to create original works of descriptive writing, poetry, drama, fiction and nonfiction. Students will explore their own creative processes, work on vocabulary development, creative writing techniques, and language skills. They will also imitate the works of writers such as Junot Diaz, Toni Morrison, Shakespeare, and more, exploring how these writers use plot structure, characterization, setting, literary devices, and other fictional elements in their stories. Writings are presented orally and in written form. At the end of the course, students will gather six-eight pieces of their own writing: poetry, short story, play, autobiography, speech, and two additional works of their own choosing (this includes personal journal entries), to create a portfolio.	None	0.5	TRUE
Elective	Culinary Arts	Students will learn to cook as they learn a variety of additional skills associated with cooking. Students use the connections with other courses they have taken or are currently taking to create dishes. As they become more experienced, they will have the opportunity to experiment with quantities, presentation and expand their palate. Students will also learn the basics of food hygiene, ingredients and their origin, and understanding the science of cooking.	None	0.5	TRUE
Elective	ELD Workshop	This course focuses on improving the English language skills of students who are learning English as a second language. These workshops typically aim to enhance listening, speaking, reading, and writing abilities, often incorporating content-specific academic language. They may also address academic skills like vocabulary development, critical thinking, and research strategies.	Teacher recommendation and assessment data	1	FALSE

Elective	Engineering 101	In the first semester of the course, students will learn how to use an engineering tool. Training modules will be scaffolded so that students apply knowledge from prior units in future modules, providing a constant feedback loop. This will be provided by the staff of Marymount.	None	0.5	TRUE
Elective	Engineering 102	The second semester of the course will challenge students to apply their skills/tools-based training to human-focused design challenges impacting industry and community partners. This will be provided by the staff of Marymount.	Earned Engineering 101 credit.	0.5	TRUE
Elective	English Workshop A	Scholars who are experiencing deficiencies in reading, writing, grammar, speaking, listening, and organizational skills will find this course is designed to meet their individual needs. Instruction will include individual and group structured activities that improve reading comprehension, writing, grammar usage, organizational skills, and vocabulary development. Instruction is differentiated to meet scholars' individual needs and readiness and is designed to help scholars make connections between reading, writing, literature, and their own lives.	Teacher recommendation and assessment data		FALSE
Elective	English Workshop B	Scholars will be further supported where it is found they have deficiencies in reading, writing, grammar, speaking, listening, and organizational skills will find this course is designed to meet their individual needs. Scholars will work with more advanced independent and structured activities that improve reading comprehension, writing, grammar usage, organizational skills, and vocabulary development. Instruction is differentiated to meet scholars' individual needs and readiness and is designed to help scholars make connections between reading, writing, literature, and their own lives.	Teacher recommendation and assessment data		FALSE

Elective	Entrepreneurship	This course is designed to cultivate a growth mindset through the intentional and consistent application of Foundational Principles in real-world markets. Students will gain knowledge of these Foundational Principles and are empowered with a decision-making framework and the market skills needed to create a win for themselves and others. The curriculum will follow the Grow Your Core program from Empowered, part of Youth Entrepreneurs, Inc.	None	0.5	TRUE
Elective	Entrepreneurship	This course is designed to cultivate a growth mindset through the intentional and consistent application of Foundational Principles in real-world markets. Students will gain knowledge of these Foundational Principles and are empowered with a decision-making framework and the market skills needed to create a win for themselves and others. The curriculum will follow the Grow Your Core program from Empowered, part of Youth Entrepreneurs, Inc.	None	0.5	TRUE
Elective	Essentials of Entrepreneurship	This course will provide you with a solid introduction to the fundamentals of starting and managing a business, equipping you with practical skills in financial literacy, strategic planning, and innovative thinking. By taking this course, you not only enhance your college applications, demonstrate initiative and genuine passion, but you also begin to build a portfolio that reflects your business interests. This course will also provide you with the knowledge and experience you need to launch your own business ventures!	None		FALSE

Elective	Explorative Writing	Explorative Writing helps develop writing skills necessary for college and career readiness. The unit begins by exploring coming-of-age and voice through short texts in various genres and a self-selected novel. Students deepen their understanding by planning and conducting an interview, culminating in an interview narrative for Summative Assessment 1. In the second half, the focus shifts to the value of post-secondary education through argumentation. By analyzing argumentative texts, students study elements, language, and persuasive appeals. They demonstrate these skills in Summative Assessment 2 by writing an argumentative essay on the importance of college education.		0.5	TRUE
Elective	Food Music & Culture of New Orleans	This course will examine the food, music, and culture of New Orleans. Scholars will identify and connect the music food and culture to the Creole, Cajun, Afro-Caribbean, French, Spanish, and other influences. Scholars will also study the serious challenges still faced by the people of New Orleans since the devastation of Katrina in 2005, and the economic, ecological, and cultural impact of the 2010 BP oil spill on the Gulf fisheries and seafood industry.	None	0.5	FALSE
Elective	Global Health	Global Health provides an overview of approaches to health across the world. Scholars examine disease, nutrition, community health practices, and trends in public health.	None		FALSE
Elective	International Health & Wellness	This course will explore health and wellness internationally and focus on trends and course in health, nutrition, physical activity, and wellness. From stress management and sleep to overall well-being, scholars will explore personal health, health related attitudes and beliefs, and individual health behaviors in different countries. Topics will include dietary choices for lifelong health, improving personal fitness, achieving and maintaining a healthy weight, assessing healthvinformation, and managing stress.			FALSE

Elective	Latin American History	This class is a selective survey of Latin American history from the beginning of the twentieth century to the present. Issues studied include Latin America in the global economy, relations between Latin America and the U.S., dictatorships and democracies in the twentieth century, African and Indigenous cultures, feminism and gender, cultural politics, revolution in Mexico, Cuba, and Central America, and Latin American identity.	None	1	FALSE
Elective	Literature of the African Diaspora	Literature of the African Diaspora seeks to explore the ways authors use themes and characterization as entry points into controversial conversations. To this end, we will not only consider the historical, cultural, and literary contexts of the pieces we read, but we will also discuss our personal responses to ideas presented. Each student will learn that literature offers one of the safest places to challenge and reshape deeply ingrained, often problematic, beliefs.	None	0.5	FALSE
Elective	Mass Communications	This Mass Communications course exposes students to techniques of writing for a newspaper or magazine. Students will study theories and procedures of journalism and examine all aspects of newspaper publication (gathering, writing, editing, displaying the news, and using technology) and other mass media. It will focus on advanced skills such as using the latest technology to produce a high school newspaper. Students will assign and produce all publishing tasks: writing stories, editing copy, designing ads, writing headlines, and making layout designs. This course is recommended for students interested in related careers.	None	0.5	TRUE

Elective	Math Workshop A	This course is designed to support older scholars who need to build pre-algebra and algebra skills using Scholastic's Math 180 software. Math Workshop A is designed for scholars who are enrolled in Algebra 1 and need to build numerical understanding and reasoning skills. Scholars on key foundation concepts that enable them to make connections while learning to think algebraically.	Teacher recommendation and assessment data		FALSE
Elective	Math Workshop B	This course provides additional opportunities for scholars to build a stronger foundation for success in their mathematical knowledge by extending skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master scholar learning outcomes of the core math course. Upon completion, scholars should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the scholar's core math course.	Teacher recommendation and assessment data		FALSE
Elective	Reading Intensive A	This intensive reading intervention program designed to support older students with foundational reading skills - phonics, phonemic awareness, vocabulary, fluency and reading comprehension. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. The class will be taught using multiple modes of instruction in a smaller class setting: whole group direct instruction, small group direct instruction, individualized computer instruction, independent reading and frequent individualized conferences.	Teacher recommendation and assessment data	0.5	FALSE

Elective	Reading Intensive B	This intensive reading intervention program designed to support older students with foundational reading skills - phonics, phonemic awareness, vocabulary, fluency and reading comprehension. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. The class will be taught using multiple modes of instruction in a smaller class setting: whole group direct instruction, small group direct instruction, individualized computer instruction, independent reading and frequent individualized conferences.	Teacher recommendation and assessment data	0.5	FALSE
Elective	Resource Workshop	Resource Workshop supports the goal to provide scholars with necessary supports to scholars in need. Scholars will receive remedial and differentiated lessons.	None	1	FALSE
Elective	Robotics	This science course challenges students to construct a robot. Students will demonstrate an understanding of components, interpreting diagrammatic, mechanical, and electrical systems and programming a computer to simulate specific robot functions.	None	0.5	TRUE
Elective	SAT Prep	Through a partnership with KAPLAN K12 Learning Service, leading global provider of educational services, Paul scholars are offered SAT Prep to help improve their test readiness and competitiveness for college admissions. The class uses fully turnkey approaches to help all scholars prepare for college entrance exams using materials, online assets, new digital flashcards, tests, reports and instruction. Scholars also receive an individual SAT On Demand license to access web-based lessons, assessments, and reports.	11th grade standing or hybrid 10th		TRUE
Elective	SAT/ACT Prep English	SAT/ACT Prep English curriculum draws from PSAT, SAT, and ACT test materials to guide an intensive preparatory course geared toward the English sections of the SAT and ACT exams.	11th grade standing or hybrid 10th	1	TRUE

Elective	SAT/ACT Prep Math	SAT/ACT Prep Math curriculum draws from PSAT, SAT, and ACT test materials to guide an intensive preparatory course geared toward the English sections of the SAT and ACT exams	11th grade standing or hybrid 10th	1	TRUE
Elective	Sociology	Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Over time, patterns of interaction become embedded in the structure of society. Scholars will investigate and seek to understand the structure of groups, organizations, and societies and how people interact within these contexts. This course will cover four main domains of sociology, as defined by the American Sociological Association: The Sociological Perspective and Methods of Inquiry, Social Structure - Culture, Institutions, and Society, Social Relationships - Self, Groups, and Socialization, and Stratification and Inequality.	None	0.5	TRUE
Elective	STEM: Technology	This course is intended to integrate the STEM fields through project based learning. Students will be engaged by frequent hands-on activities geared towards combining each of the STEM disciplines. Creativity and collaboration will be encouraged as students solve problems. The class is divided into four main units: physics, biology, chemistry, and engineering. Each unit will have an instructional component, formal laboratory component, and project component. During the project phase, students will be presented with a challenge. During this phase they must draw upon their knowledge of the scientific method and STEM disciplines, collaborate with peers, and apply their own creative process to find solutions to the problem. An emphasis will be placed on data collection and analysis.	None	0.5	TRUE

Elective	Student Government Association	This Social Studies course enables students to identify issues of concern for themselves and their peers both within their school and their surrounding community. Students will be able to organize themselves under the organizational structure of SGA, to empower themselves to work for change that is in the best interest of themselves and their peers. Students will learn through reflection on their work together how to be resourceful, how to come together for a common purpose, and how to create change.	None	0.5	TRUE
Elective	Student Internship Course	The student internship course is a career-focused experience during which students become directly involved in the school as a workplace. This experience provides an opportunity for a student to apply the skills obtained in school to real work situations and to learn additional skills. An internship will also help students to define career goals and identify their strengths and weaknesses as it relates to planning for college and career.	Students who participate must have completed all electives courses required by Paul to graduate; students must be in the 12th grade and maintain a GPA of a 3.0.	0.5	TRUE
Elective	Study Skills	This course is designed to help scholars improve their learning effectiveness, attitudes, and motivation. Scholars will understand the usefulness of time management, concentration, note taking skills, textbook study methods, test taking strategies, and critical thinking skills.	None	0.5	TRUE

Elective	Survey of Mindfulness	This introductory course explores how mindfulness can lead to a better quality of life. Students will be introduced to the 5 Stages of Mindfulness (commonly known as The Five Components of Social and Emotional Learning), the 11 Laws of human personality that were introduced in Ancient Kemet, and the traditional practice of meditation. The study and practice of these 3 major concepts within this mindfulness course will aid students in developing habits that allow them to peacefully resolve conflict, respond strategically to any negativity or disorder happening around them, and to operate their lives with purpose in the present moment.	None	0.5	FALSE
Elective	Technology: Intro to Amazon Web Services	In this course, students will learn the foundations of Amazon Web Services (AWS) cloud. Students will learn about AWS cloud concepts, AWS services, security, architecture, pricing and support to build your AWS cloud knowledge. This course will also help you prepare for the AWS certified cloud practitioner exam.	None	0.5	TRUE
Elective	Theater Production	This course introduces and explores theater from page to stage as a live performing art. Topics include the relationship between theater and society (historical and contemporary), dramatic structure, theatrical representation, and the crafts of theater artists such as directors, designers, playwrights, and actors. We will also engage with live performances and video archives of past performances.	None	0.5	TRUE

Elective	Transition Class 10A	This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It will support students' progress toward their individualized post-secondary goals as identified by the IEP and transition plan. The students will be working on the following skills: Exhibiting Responsible Citizenship. To become contributing members of the community, students must learn about the laws of the United States, what rights they have, citizen responsibilities, state and local laws, customs, and other pertinent citizenship matters. Using Recreational Facilities and Engaging in Leisure. Using opportunities for community activity increase friendship development and self-confidence. Therefore, it is crucial that knowledge of possible leisure activities and resources be made available to all students. Choosing and Accessing Transportation. Students need to be able to use intercity and intracity travel resources. They should learn to drive a car, obey the traffic laws, and know the supports that can aid in mobility needs. In this mobile society, it is paramount that an individual be able to get around efficiently for work, leisure, and civic pursuits.	None	0.5	TRUE

Elective	Transition Class 10B	This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It will support students' progress toward their individualized post-secondary goals as identified by the IEP and transition plan. The students will be working on the following skills: Understanding Self-Determination. Before students can effectively advocate for needed supports, they must learn to understand the importance of personal responsibility and motivation as constructs, as well as the value of generating choices, anticipating consequences, and effectively communicating their needs. Being Self-Aware. Students must learn to understand, accept, and respect their uniqueness as individuals. They must gain an understanding of their abilities, values, and aspirations. Self-awareness involves recognizing the perceptions of self as well as others' perceptions of us. This is an important precursor to each of the subsequent competencies needed for effective self-advocacy and successful interpersonal relationships. Developing Interpersonal Skills. Students need to be in an environment that gives them positive reinforcement, motivation, and appropriate conditions for learning and behaving in relationship to others. Exploring their roles as individuals in this society, then learning and practicing appropriate interpersonal behavior, enables students to experience social success in home, work, and community settings.	None	0.5	TRUE

Elective	Transition Class 11A	This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It will support students' progress toward their individualized post-secondary goals as identified by the IEP and transition plan. The students will be working on the following skills: Communicating With Others. Students must have the necessary communication skills to express themselves and understand others so that they can interact effectively, both verbally and nonverbally. Expressing one's thoughts assertively and effectively is extremely important in social situations, but it also is an essential skill in exercising self-determination/self-advocacy. Good Decision Making. Throughout the developmental years, many children, especially children with disabilities, have decisions made for them. All children must learn what constitutes a good decision, the steps involved, and the many factors entailed in decision making.	None	0.5	TRUE
Elective	Transition Class 11B	This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It will support students' progress toward their individualized post-secondary goals as identified by the IEP and transition plan. The students will be working on the following skills: Developing Social Awareness. There are many youth in our schools who fail to understand modes of appropriate social behavior. Understanding the rights and properties of others as well as their behavioral motivations, recognizing authority roles, and demonstrating appropriate public behavior examples of social awareness dealt with in this unit. Understanding Disability Rights and Responsibilities. A general understanding of the "laws of the land," as addressed under Daily Living Skills, is essential to good citizenship. However, understanding the specific rights afforded persons with disabilities is key to identifying and advocating for needed services and supports provided under those rights.	None	0.5	TRUE

| Elective | Transition Class 12A | This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It will support students' progress toward their individualized post-secondary goals as identified by the IEP and transition plan. The students will be working on the following skills: Knowing and Exploring Employment Possibilities. Many youth have an extremely limited perspective of the world of work. They lack both relevant information and experience. Further, they may have difficulty linking their own interests and values to "good fit" employment options. This often results in job choice that is not sustainable. Therefore, information to fuel informed choice must be made available in a concentrated fashion. Exploring Employment Choices. Students must become aware of their specific abilities and aptitudes and how these relate to their future life work. Being able to evaluate those aptitudes and match them to occupational options increases the likelihood of employment success. | None | 0.5 | TRUE |

Elective	Transition Class 12B	This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It will support students' progress toward their individualized post-secondary goals as identified by the IEP and transition plan. The students will be working on the following skills: Seeking, Securing, and Maintaining Employment. One of the greatest problems students face is lack of knowledge about how to find, apply for, and maintain employment. Students must learn the strategies to secure employment and know about resources available to help them when they need assistance (e.g., state employment service, vocational rehabilitation, social services, print and online ads). Further, they should understand that employment is not a static situation, in that workplace advancement is possible. Exhibiting Appropriate Employment Skills. It is important for students to understand that skill at work tasks is not enough to sustain employment. Demonstrating appropriate work behaviors must also be a part of the workplace experience. Too many students possess a false concept of the characteristics of a good worker and do not develop the type of skills needed to enter the job market.	None	0.5	TRUE

| Elective | Transition Class 9A | This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It will support students' progress toward their individualized post-secondary goals as identified by the IEP and transition plan. The students will be working on the following skills: Managing Personal Finances. It is particularly important for individuals to learn how to manage their money. This knowledge includes using and realizing the value of simple financial records, knowing how to obtain and use bank and credit facilities, and planning for wise expenditures. Computational skills in maintaining a checkbook and budget are also necessary. Selecting and Managing a Household. Students must learn how to care properly for a home, its furnishings, and its equipment, particularly since such equipment is expensive to purchase and repair. Maintenance and repair of both interior and exterior home components are emphasized in the curriculum. Caring for Personal Needs. Knowledge of grooming and hygiene methods and physical fitness are examples of information an individual must have to take care of personal bodily needs. Lack of competency in these areas creates problems of acceptance and adjustment | None | 0.5 | TRUE |

Elective	Transition Class 9B	This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It will support students' progress toward their individualized post-secondary goals as identified by the IEP and transition plan. The students will be working on the following skills: Demonstrating Relationship Responsibilities. Students need to understand the components of changing family and friend relationships, providing for the needs of children and adults, and ensuring the safety and health of all family members. Buying, Preparing, and Consuming Food. Instruction in planning meals; purchasing, caring for, and storing food; and preparing proper meals is extremely valuable. Learning how to make sound diet choices is an important skill to maintain health. Buying and Caring for Clothing. Learning how to purchase appropriate clothing and how to clean, press, and repair clothing should be included in the student's instruction. This increases the durability of clothing, an important budgeting consideration.	None	0.5	TRUE
Elective	Web Design	Scholars will use computer and software applications including Microsoft Word, Excel, PowerPoint, the internet, and email to prepare documents and reports. The impact of computers on society and ethical issues surrounding technology will also be presented.	None	0.5	TRUE
ATC - Health Information Technology	4th Course Currently Under Development	The fourth and final course in the ATC course sequence is under development. As it will not be offered until SY23-24 this is just a placeholder until this information is provided to us from the ATC.	To be determined	1	TRUE
ATC	Academic Success Seminar	In this course students will learn the behavioral and life skills necessary for success in college. Topics include academic planning, time management and study skills, effective relationship management and teamwork, critical and creative thinking, and techniques for successful academic performance.	None	1	TRUE

ATC - Health Information Technology	Anatomy and Physiology - ATC	The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.	Medical Terminology	1	TRUE
ATC - Health Information Technology	Medical Terminology	The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology,	Principles of Health Science	1	TRUE
ATC - Health Information Technology	Principles of Health Science	The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry	None	1	TRUE
ATC - General Nursing	Anatomy and Physiology - ATC	The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.	Medical Terminology	1	TRUE
ATC - General Nursing	Medical Microbiology	The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non- pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases	Anatomy & Physiology	1	TRUE

ATC - General Nursing	Medical Terminology	The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology,	Principles of Health Science	1	TRUE
ATC - General Nursing	Nutrition & Wellness	This course will enable students to identify nutritional challenges affecting their overall health. The goal is to learn how to make conscious choices regarding nutrition and to utilize available resources in this process. Students will incorporate new food groups into their diets, identify signs of emotional eating, learn stress and time management, use online tools to evaluate one's food consumption and activity levels, and address body image issues.	Principles of Health Science	1	TRUE
ATC - General Nursing	Nutrition, Diet Therapy, and Health Promotion	This course provides the foundation for an understanding of the relationships of nutrition and diet therapy to optimum health. It includes physiological, psychosocial and cultural influences on nutritional status. Students will explore their own nutritional status and values as they relate to health and wellness.	Principles of Health Science	1	TRUE
ATC - General Nursing	Nutrition, Health and Medical Terminology - ATC	The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.	Principles of Health Science	1	TRUE
ATC - General Nursing	Pre-Science Skills	Introduces students to college-level science skills, terminology, and foundational concepts through a series of interactive in-class, laboratory, and simulation activities to prepare them for increasingly advanced study in the sciences.	None	1	TRUE

ATC - Cybersecurity	Component Security - ATC	This course will enable the students to understand the TCP/IP Protocols and their functions, the Network Application Protocols, and OSI Model Layer Functions. The hands-on lab simulation could also help the students to exercise and practice on how to create, review, update, and troubleshoot different network topologies, and secure the network infrastructure. The students will be able to specialize in network devices and virtualization technologies.	Fundamentals of IT & Cybersecurity - ATC	1	TRUE
ATC - Cybersecurity	Cybersecurity Capstone	In the Cybersecurity Capstone course, students will develop the knowledge and skills needed to explore advanced concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will develop security policies to mitigate risks. The skills obtained in this course prepare students for additional study toward industry certification. A variety of courses are available to students interested in the cybersecurity field. Cybersecurity Capstone may serve as a culminating course in this field of study.	Digital Forensics	1	TRUE
ATC - Cybersecurity	Digital Forensics	Digital Forensics is an evolving discipline concerned with analyzing anomalous activity on computers, networks, programs, and data. As a discipline, it has grown with the emergence of a globally-connected digital society. As computing has become more sophisticated, so too have the abilities of malicious agents to access systems and private information. By evaluating prior incidents, digital forensics professionals have the ability to investigate and craft appropriate responses to disruptions to corporations, governments, and individuals. Whereas cybersecurity takes a proactive approach to information assurance to minimize harm, digital forensics takes a reactive approach to incident response.	Internetworking Technologies	1	TRUE

ATC - Cybersecurity	Foundations of Cybersecurity	In the Foundations of Cybersecurity course, students will develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks. The skills obtained in this course prepare students for additional study in cybersecurity. A variety of courses are available to students interested in this field. Foundations of Cybersecurity may serve as an introductory course in this field of study.	None	1	TRUE
ATC - Cybersecurity	Fundamentals of IT & Cybersecurity - ATC	In the Fundamentals of IT & Cybersecurity course, students will develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks. The skills obtained in this course prepare students for additional study in cybersecurity. A variety of courses are available to students interested in this field. Foundations of Cybersecurity may serve as an introductory course in this field of study.	None	1	TRUE
ATC - Cybersecurity	Internetworking Technologies	The Internetworking Technologies course is normally comprised of the courses called Cisco CCNA R&S: Introduction to Networks (CCNA 1) and Cisco CCNA R&S: Routing and Switching Essentials (CCNA 2). The course introduces the concept of networking, using various analogies to help the student understand the movement of packets throughout the Internet, and the protocol standards used. The Routing and Switching course moves the student into the theory of "moving packets." The concepts of routing and switching "packets" to the correct destination is covered, and how a network administrator.	Foundations of Cybersecurity	1	TRUE

ATC - Cybersecurity	Pre-IT Skills Lab	Introduces students to the foundational computing concepts and skills at the beginner level, including recognizing and using hardware and software, networking, databases, programming, information systems, and data security. Introduces the wide range of IT careers. (1 cu)	None	1	TRUE