



The SEED Public Charter School of Washington, DC

2023-2024

Course Catalog

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OVERVIEW

Background

The SEED Public Charter School of Washington, D.C. (SEED) opened in 1998 as the nation's first college preparatory, public boarding school. SEED is in Southeast Washington, DC in Ward 7. The school facility consists of an academic building, a student center, and two dormitories where students live between Sunday evening and Friday afternoon. SEED currently serves approximately 250 scholars in grades 9-12.

Mission

Our mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college and life beyond.

High School Graduation Requirements

To earn a high school diploma from SEED, a student must complete one hundred (100) hours of community service and earn a minimum of twenty-five (25) credits. A full-year course is valued at one (1) credit and a semester course is valued at one-half (0.5) credit.

SEED's graduation requirements are outlined below:

- Four (4) credits of English
- Four (4) credits of Mathematics
- Four (4) credits of Social Studies to include the following:
 - World History I
 - World History II
 - US History or AP US History
 - American Government/DC History or AP US Government & DC History
- Four (4) credits of science, to include Biology and two additional lab sciences
- Three (3) credits of World Languages
- One and one half (1.5) credits in physical education/health & wellness
- One half (0.5) credit in the Arts
- One half (0.5) credit in Music
- Three and one half (3.5) Elective credits

At least two (2) of the credits must include College Level or Career Preparatory (CLCP) courses. The CLCP courses may fulfill subject matter requirements and may include courses at other institutions.

PROGRAM OF STUDY

General Education Courses

Unless otherwise noted, all courses offered at SEED are general education courses. All students have access to these courses and, as they earn more credits, they are afforded more choices in the classes they can take.

Advanced Placement Courses

The College Board administers a program of college-level courses and examinations called Advanced Placement (AP). Students 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 with the “AP” label. Due to the level of rigor required by these courses, grades in these courses carry a weighted average. During School Year 2023-2024, SEED is offering seven (4) AP courses, including AP Statistics, AP Literature, and AP U.S. History.

Application process

1. Rising students attend information sessions about AP courses available to them the following school year
2. Interested students complete an application packet.
3. Application packets are reviewed by the Principal and any relevant AP course teachers. Students must pass the prerequisite course(s) to be accepted into the program [Exceptions may be made with approval of the AP Coordinator and/or the Principal.]
4. Meetings are held with individual students to make sure their AP choices are most appropriate

Special Education

Students that receive special education services have full access to the general curriculum as stated in their Individualized Education Plan (IEP). The coursework is modified to match the student’s ability and accommodations are provided based on the IEP. Each plan is then evaluated and reviewed annually by an appropriate, multi-disciplinary team.

Credit Recovery/Make-Up Policy

General Requirements

All students who fail a course required for graduation may be considered for enrollment in credit recovery. Credit recovery will allow students an opportunity to earn course credit by demonstrating mastery of content at the same level of rigor as the original course, consistent with the school’s curriculum. Students may be enrolled in only one credit recovery course at a time unless they have a schedule that is able to accommodate additional courses and receive permission from the Principal to enroll in additional credit recovery courses.

Credit recovery courses are individualized and competency based. Students in credit recovery are mastering course standards and units of study they failed to master during the original course. To earn course credit, all students must complete an identified set of required assessments. Credit

recovery students are not required to re-take content they have already mastered in their original credit course if they have passing marks on all prescribed assessments related to specific course content.

This policy pertains to credit recovery courses offered before school, after school, during evening time, on Saturdays, and over the summer. Students may participate in credit recovery during traditional school hours only if they have an approved abbreviated schedule and are not enrolled in a traditional course during that time. As part of SEED's high school summer school program, credit recovery courses are available to all students who failed a required course during any previous school year.

Note: When a student fails a required course, the teacher must identify the specific standards that have not been mastered. The credit recovery course will focus on the specific standards that were not mastered.

Allowable Credit Recovery Courses

Credit recovery courses are allowed for any of the following credit-bearing courses required for graduation:

- English
- Mathematics, including Algebra I, Geometry, Algebra II, Statistics and Probability.
- Science, including lab sciences
- Social Studies, including World History 1 and 2, United States History, United States Government, and District of Columbia History
- World Language
- Art
- Music
- Health
- Physical Education
- Electives

Eligibility

Students eligible for credit recovery include only those who have taken and failed the original course. Students may not take a credit recovery course concurrently with or in lieu of the same original credit course.

Students must be referred to a credit recovery course through a process involving a school administrator (e.g., Principal) and including the provision of written parent/guardian consent.

Scheduling and Staffing

- Credit recovery courses will be taught by certified teachers or through online course programs such as Edgenuity.
- Credit recovery classrooms may contain students who are working on different courses, provided that the teacher is certified to instruct across all courses within her/his classroom.
- The teacher-to-student ratio will not exceed 1:15 in credit recovery classes.

Attendance

Students in credit recovery courses are engaged in individualized, competency-based courses focused on the standards and units that they failed to achieve in their original course. They are not enrolled in a “whole- class” experience and are not required to adhere to the same period attendance policy as students in regular courses.

In credit recovery courses, the teacher will work with students on their individual plans, including in-class supports and instruction, any additional out-of-class instructional supports such as tutoring, and the use of online platforms. Teachers will monitor students’ use of online platforms and out-of-class instructional supports. For each student, the balance of in-class, supplemental, and virtual instructional support will be determined by the teacher of record, with each student attending a minimum of 3 (three) in-person classes per week. Teachers shall work with students to determine an attendance plan comprised of between 3 and 5 days of in-class attendance, plus supplemental instructional time, plus online work as relevant. This plan will be documented in each student’s educational file. As part of this plan, students will attend class for all assessments and teacher-designated assignments and required instructional time.

If students are absent without a valid excuse for 20 percent or more of required classes, they shall be withdrawn from the course and receive a grade of “W.”

Teachers shall inform students of their progress on an ongoing basis. Teachers shall inform parents/guardians when students are at risk of not completing the course successfully.

Completion and Grading

Students must earn a 70 percent or higher to successfully pass courses and earn credit. Credit recovery courses shall not replace original credit courses or their grades on a student’s transcript. Grades in credit recovery courses are determined based on the following:

- 80% **Assessment**, including regular teacher-monitored assessments and end-of-unit exams.
- 20% **Student practice and application**

Because credit recovery is a hands-on, individualized and performance-based learning experience, there will be no “participation” component of the final grade, as successful demonstration of mastery in competency-based courses is used to determine whether students have met the learning requirement for passing the course.

Appeals Process

A parent or student has the right to seek to amend educational records believed to be inaccurate or misleading. An initial grade appeal for credit recovery courses, consistent with grade appeals in regular courses, shall be in writing and shall be directed to the Principal within ten school days of receipt of the grade.

The Principal shall immediately notify, in writing, the teacher who's grade is being challenged and ask the teacher to provide all tangible, pertinent, detailed, and dated records to substantiate the assigned grade, and shall meet with the teacher to discuss the grade. The Principal shall issue a written decision about the grade within 10 school days after considering the explanation and all supplementary information or documentation from both the student and the teacher.

Please note that if any grade modifications are made pursuant to this grade challenge process, the Principal must notify the affected teacher in writing prior to the grade modification and include the reason(s) for the modification.

English Learners and students with disabilities are included as eligible for credit recovery under this policy. Students with disabilities, identified through the Individuals with Disabilities in Education Act (IDEA) 2004, are eligible for credit recovery as determined in accordance with the goals and objectives, accommodations, and modifications as it relates to the content standards developed and agreed upon by the IEP Team. For English Learners, any decision on credit recovery must be made in conjunction with the bilingual/English Second Learner (ESL) teacher.

Online Courses & Independent Study Courses

SEED may offer the opportunity for scholars to enroll in an independent study course or complete an online course to recover missing credits. Approval from the Principal must be granted for enrollment in an online or independent study course. The course material must be clearly and explicitly identified and must align with the content that was not mastered within the original course.

SEED Course Sequence

	9th grade	10th grade	11th grade	12th grade
English	English 1 (1.0)	English 2 (1.0)	English 3 (1.0) AP Language (1.25)	English 4 (1.0) AP Literature (1.25)

Mathematics	Algebra I (1.0)	Geometry (1.0)	Algebra II (1.0)	Probability & Statistics (1.0) AP Statistics (1.25)
Social Studies	World History I (1.0)	World History II (1.0)	US History (1.0) AP US History (1.25)	Government (0.5) AP US Gov (1.25) DC History (0.5)
Science	Biology (lab) (1.0)	Chemistry (lab) (1.0)	Physics (lab) (1.0)	Anatomy and Physiology (1.0)
World Language	Spanish 1 (1.0)	Spanish 2 (1.0)	Spanish 3 (1.0)	
Physical Education	Physical Education (1.0)		Health (0.5)	
Art		Art (0.5)		
Music		Music (0.5)		

Electives	BUILD I (1.0)	BUILD II (1.0)	African American Studies (1.0) Junior Seminar (0.5)	
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GRADE REPORTING

General Education grading scale

High school grades are based on a standard, 4.0 grade point average scale. Letter grades are issued quarterly for all courses.

LETTER GRADE	NUMERICAL VALUE	GPA POINTS
A	93-100	4.0
A-	90 - 92	3.7
B+	87- 89	3.3
B	83 – 86	3.0
B-	80 - 82	2.7
C+	79 – 77	2.3
C	73 – 76	2.0

C-	70 - 72	1.7
F	69 and below	0

Advanced Placement Grading Scale

Grade point averages for AP courses will be multiplied by 1.25 in recognition of the increased rigor of such courses. Students who earn a failing grade in their AP course will not receive the 1.25 multiplier.

Letter Grade	Numerical Grade	Grade Point Value
A+	100-96	5.50
A	95-93	5.00

A-	92-90	4.60
B+	89-87	4.00
B	86-83	3.70
B-	82-80	3.40
C+	79-77	2.80
C	76-73	2.50
C-	72-70	2.10
F	69 and below	0.00

COURSE OFFERINGS

In the following pages, we provide an overview of each course offered at SEED during the 2023-2024 school year.

ENGLISH DEPARTMENT

English 1

English 1 is a course which engages students in a varied exploration of humanities through the modes of reading, writing, grammar/usage, and speaking/listening. While studying long and short works of fiction and nonfiction, poetry, drama, and the epic, students will think and discuss critically and constructively while becoming familiar with literary elements and techniques. Students will write creative pieces of fiction and poetry in addition to expository papers using a process of writing. These writings will establish knowledge of standard grammar and usage as well as a sense of audience. Students will engage in speaking and exercise listening skills through active discussion and oral presentations. Vocabulary work is derived from reading selections and from lists that prepare students for standardized tests, such as PARCC.

English 2

English 2 is a course which engages students in a varied exploration of humanities through the modes of reading, writing, grammar/usage, and speaking/listening. While studying long and short works of fiction and nonfiction, poetry, drama, and the epic, students will think and discuss critically and constructively while becoming familiar with literary elements and techniques. Students will write creative pieces of fiction and poetry in addition to expository papers using a process of writing. These writings will establish knowledge of standard grammar and usage as well as a sense of audience. Students will engage in speaking and exercise listening skills through active discussion and oral presentations. Vocabulary work is derived from reading selections and from lists that prepare students for standardized tests, such as PARCC.

English 3

English 3 is a course which engages students in a varied exploration of humanities through the modes of reading, writing, grammar/usage, and speaking/listening. While studying long and short works of fiction and nonfiction, poetry, drama, and the epic, students will think and discuss critically and constructively while becoming familiar with literary elements and techniques. Students will write creative pieces of fiction and poetry in addition to expository papers using a process of writing. These writings will establish knowledge of standard grammar and usage as well as a sense of audience. Students will engage in speaking and exercise listening skills through active discussion and oral presentations. Vocabulary work is derived from reading selections and from lists that prepare students for standardized tests, such as the SAT.

Advanced Placement (AP) Language and Composition

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style.

English 4

English 4 is a course which engages students in a varied exploration of humanities through the modes of reading, writing, grammar/usage, and speaking/listening. While studying long and short works of fiction and nonfiction, poetry, drama, and the epic, students will think and discuss critically and constructively while becoming familiar with literary elements and techniques. Students will write creative pieces of fiction and poetry in addition to expository papers using a process of writing. These writings will establish knowledge of standard grammar and usage as well as a sense of audience. Students will engage in speaking and exercise listening skills through active discussion and oral presentations. Vocabulary work is derived from reading selections and from lists that prepare students for standardized tests, such as the SAT.

Advanced Placement (AP) Literature and Composition

Advanced Placement English Literature and Composition is a Grade 12 course with an emphasis on literary analysis. It is a rigorous college level course in which students study the art of reading and writing about great literature. Throughout the course, students will be assessed on their ability to effectively and cogently communicate their ideas about what they read, both orally and in writing. Students will be given multiple opportunities to practice these skills before they take their AP Exam in May. The primary objective of this course, however, is that students will become lifelong lovers and critics of literature. Through reading and writing, students get a chance to explore worlds and ideas outside of their own, enabling them to develop empathy for other genders, ethnicities, generations, nationalities, religions, and cultures.

MATHEMATICS DEPARTMENT

Algebra I

This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

Geometry

This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions. Students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and

parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

Algebra II

This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

Probability & Statistics

This full-year high school course provides an alternative math credit for students who may not wish to pursue more advanced mathematics courses such as AP Calculus. The first half of the course begins with an in-depth study of probability and an exploration of sampling and comparing populations and closes with units on data distributions and data analysis. In the second half of the course, students create and analyze scatterplots and study two-way tables and normal distributions. Finally, students apply probability to topics such as conditional probability, combinations and permutations, and sets.

AP Statistics

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem-solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

SOCIAL STUDIES DEPARTMENT

World History I

This yearlong course examines the major events and turning points of world history from ancient times to the present. Students investigate the development of classical civilizations in the Middle East, Africa, Europe, and Asia, and they explore the economic, political, and social revolutions that have transformed human history. At the end of the course, students conduct a rigorous study of modern history, allowing them to draw connections between past events and contemporary issues. The use of recurring themes, such as social history, democratic government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives. Throughout the course, students study a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events.

World History II

This yearlong course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives. Students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.

US History

U.S. History is a yearlong course that dynamically explores the people, places, and events that shaped early United States history. This course stretches from the Era of Exploration through the Industrial Revolution, leading students through a careful examination of the defining moments that shaped the nation of today. Students begin by exploring the colonization of the New World and examining the foundations of colonial society. As they study the early history of the United States, students will learn critical-thinking skills by examining the constitutional foundations of the U.S. government. Recurring themes such as territorial expansion, the rise of industrialization, and the significance of slavery will be examined in the context of how these issues contributed to the Civil War and Reconstruction.

Advanced Placement US History

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

United States Government

This semester-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its amendments, students investigate the development and extension of civil rights and liberties. The course also introduces influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy changes. Throughout the course, students examine primary and secondary sources, including political cartoons, essays, and judicial opinions. Students also sharpen their writing skills in shorter tasks and assignments and practice outlining and drafting skills by writing full informative and argumentative essays.

DC History

This course will introduce students 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.

SCIENCE DEPARTMENT

Biology

This course introduces the study of general biology, starting from basic scientific concepts and proceeding to chemistry, physics, and the natural laws that govern life and all living things. The course continues with studies of living creatures, from the tiny and simple to the complexities of plants and animals, ending with a basic understanding of ecology and the study of population dynamism. The course will introduce students to the scientific method, common biological processes, classification and taxonomy, genetics, heredity, evolution, and ecology.

Chemistry

This rigorous, full-year course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes eighteen virtual laboratory experiments that encourage higher-order thinking applications, with wet lab options if preferred. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.

Physics

This is a lab-based course focused on the basic laws of physics. Students will discover how Newtonian and classical physics describe and explain the physical world, including forces, momentum, energy, and waves. Students will investigate how systems transfer energy and change with their surroundings. Students will also study electricity and magnetism. The course will emphasize a strong conceptual understanding of course content. Students will construct a model plane to demonstrate the physics of flight, and students will construct mousetrap cars to explain one dimensional motion. Students will apply algebra and mathematical skills frequently throughout the year.

Anatomy and Physiology

This a course that will enable students to develop an understanding of the relationships between the structures and functions of the human body. The curriculum provides a basis for students to develop a strong conceptual understanding of the following human body systems: integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, and reproductive. Students have the opportunity to integrate that knowledge through inquiry-based activities and laboratory investigations. This course is designed for college preparation, especially for biology and health career majors

WORLD LANGUAGE DEPARTMENT

Spanish 1

Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

Spanish 2

In this course, students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments.

Spanish 3

In this course, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. Students will be expected to speak in Spanish throughout the course.

PHYSICAL EDUCATION DEPARTMENT

Health

This course examines alcohol use, drug use, physical fitness, nutrition, sleep, healthy relationships, disease prevention, relationships, and mental health concepts and principles. The goal is for students to understand the various dimensions of a healthy lifestyle, and to begin applying the concepts and principles in their own lives. Students also examine and analyze harassment and bullying laws. This course covers issues of sex and gender identity, same-sex relationships, contraception, and other sensitive topics.

Physical Education

This course provides the foundation for lifelong physical fitness. Students will develop an understanding of basic physical fitness concepts, including cardiovascular exercise, strength training, and how to design fitness plans. Students will engage in a year-long physical fitness journey that will equip them with the knowledge and skills required to live a healthy and active life.

FINE ARTS DEPARTMENT

Music

Our introductory music course is designed to provide students with a variety of experiences in the performing arts. Students will gain an understanding of how the variety of music performed in America reflects its diverse people. Students will also become familiar with assorted styles of music, including those from diverse cultures, as well as their varying purposes. As students begin to identify wider ranges of musical styles, they will learn how to describe and compare contrasting musical compositions.

Art

Covering art appreciation and the beginning of art history, this course encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, this one-semester course provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology, and principles of design, and two and three-dimensional media and techniques.

ELECTIVES

African American Studies

This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions.

BUILD E1 – Exploring Entrepreneurship

Students in this course will learn to analyze community needs, generate innovative business ideas, write business plans, and launch their own small business. Students will also learn BUILD's Success Tools, critical skills such as time management, public speaking, professionalism, and begin to develop BUILD's Spark Skills: communication, collaboration, grit, innovation, problem solving, and self-management. As a result, students' self-awareness of their strengths, weaknesses, and passions will grow throughout the year.

BUILD E2 – Business Plan in Action

Students in this course will acquire the basic skills, knowledge and information needed to start their own small business such as how to write a business plan, technology and team building skills and critical thinking skills. Students will compete in a business plan competition and work with mentors from the local business community.

Junior Seminar

Junior Seminar is a semester course designed to serve as a foundation for the senior seminar class and advance students in the steps needed to both understand and successfully complete the college application process. Junior Seminar enables students to complete the following key elements for their college application portfolio:

- A thoughtful draft of potential schools to which the student may apply

- One or more personal essays to use for college applications and scholarship applications
- A comprehensive list of scholarships for which the student can apply
- Recommendation letter requests that include an Activities Profile
- An expense list of related costs for the senior year that will result in a “family budget”
- Registration and test completion for the SAT/ACT or both by the end of the spring semester

Senior Seminar

Through Senior Seminar, students will organize their educational and personal records, write a compelling story of self to use for personal essays, research colleges, apply to colleges, identify scholarship opportunities, apply for scholarships, meet with college representatives, visit selected colleges, complete the Free Application for Federal Student Aid (FAFSA), and eventually make decisions about the next step in their educational journey. The course also emphasizes project management skills, including planning, time management, prioritizing, setting deadlines, networking, and responsible decision-making.