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Course Selection Guide: 2020-2021

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Building Leader: Matt Brown
Curriculum Leader: Cari Strand
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New Haven Public Schools

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Message from Matt Brown, Building Leader

Greetings, HSC students and families, and welcome to the start of the 2018-2019 school year! We are extremely excited about the year ahead and have spent the summer getting ready to have an exceptionally strong start to the school year.

HSC is an innovative and exciting place that is on the forefront of developing a true mastery based assessment system and an integrated academic and experiential exploration of social justice. Our school community is based on a shared commitment to **Compassion, Respect, Action, Integrity** and **Greatness**. We place these values at the center of how we act towards each other and how we build the systems and structures of our school. With them as a guide, we are dedicated to supporting your success as a student and a person.

As you can see by the rest of this catalog, we expect for you to share those commitments, to grow and develop in your ability to display them, and to be responsive to our efforts to help you strengthen any areas that you need. We are an incredibly caring group here at HSC and that compassion shows itself first and foremost in our high expectations for our students.

Please review the information in this catalog so you are aware of the academic options and expectations available to you as a member of our school community. Welcome and let's get started on a great year!

Sincerely,

Matt Brown
Building Leader

DAILY SCHEDULE

Regular Day

The school day begins at 7:45 am and ends at 2:10 p.m.

Monday (C Day)	Tuesday & Thursday (A Day) *	Wednesday & Friday (B Day)
Advisory 7:45-8:05	Advisory 7:45-8:05	Advisory 7:45-8:05
Period 1 8:09-8:53	Period 1 8:09-9:24	Period 2 8:09-9:24
Period 2 8:57-9:41	Period 3 9:28-10:43	X-Block 9:28-10:43
Period 3 9:45-10:29	Period 5 10:47-12:02	Period 4 10:47-12:02
Period 4 10:33-11:17	Lunch 12:02-12:32	Lunch 12:02-12:32
Period 5 11:21-12:05	SSR 12:35-12:55	SSR 12:35-12:55
Lunch 12:05-12:35	Period 7 12:55-2:10	Period 6 12:55-2:10
Period 6 12:38-1:22		
Period 7 1:26-2:10		

***Tuesday and Thursday EAGLE TIME from 2:15 to 3:45.**

EAGLE TIME is a block of time offered after school from 2:15-3:30 on Tuesdays and Thursdays to offer academic support to all students.

On early dismissal days school dismisses at 11:30am.

WHAT MAKES HSC DIFFERENT?

Welcome!

Welcome to High School in the Community (HSC) Academy for Law and Social Justice where students are empowered to improve themselves and their world.

HSC is a small school that offers students individual attention and the opportunity to be part of a strong, collaborative community. The first mastery-based high school in New Haven, HSC excels at offering a rigorous curriculum combining advanced opportunities

with personalized support for each student. Our theme is part of everything we do and involves partnerships with law schools, legal groups, nonprofits, and social justice organizations. While we are an excellent option for students seeking careers in law or social justice, we welcome any student interested in making their community and world a better place.

How to Know High School in the Community Magnet School is Right for Your Child:

- Your child cares about making the world a better, more equitable place.
- Your child wants to take advantage of the advanced learning opportunities offered by our mastery-based system, AP courses, and college courses.
- Your child would enjoy being part of a small, caring, and highly focused learning community.

Unique Ways Your Child Can Learn and Grow Here:

- Our small school means students enjoy a close, collaborative community and small class sizes with more individual attention.
- We offer Advanced Placement classes in Biology, Calculus, Latin, Spanish, U.S. Government and Politics, English Language, and English Literature.
- Students use HSC's iPads, new computers, ENO Boards, and other cutting-edge technology to enhance learning.

HSC seeks to develop students into critical thinkers, effective communicators, lifelong learners and responsible citizens. The theme of law and social justice is a natural extension of our commitment to student success. HSC has adopted the following goals and strategies to facilitate this process:

- Mastery-Based Learning
- Small school enrollment
- Diverse student body
- Effective multicultural and multiethnic work groups
- Problem-solving skills to increase and utilize reading, writing, communication and computation
- Technology-rich education with a focus on computer literacy and innovation
- Community volunteerism relating to law and social justice
- Self-confidence to take academic, social, and career risks
- Strong relationships that incorporate the local, national and global communities

MISSION AND VISION

HSC's five commitments guide everything we do: **COMPASSION, RESPECT, ACTION, INTEGRITY, and GREATNESS (CRAIGs)**.

HSC students explore issues of law, justice, and equity as these topics apply to their lives, communities, and the world at large. Through a demanding program of learning experiences and performances, they master the skills and knowledge necessary to thoughtfully and ably engage the social and political issues at the heart of American and global citizenship.

HSC holds an unwavering dedication to innovation in all aspects of the school program, including curriculum, instruction, assessment, school culture, and school governance. We encourage rich and meaningful integration of student and adult imagination in the design, delivery, and products of the instructional process. Further, we value competent and responsible incorporation of technology as a tool for learning, instruction, communication, and demonstrations of knowledge. Students are assessed on their academic progress and their habits of working, learning, and leadership (the CRAIGs).

At HSC, we are committed to asking and answering these questions: What is justice? What are our responsibilities to ourselves and our community? What will you do today to create positive change?

MASTERY BASED LEARNING

How does it work?

Instead of traditional letter grades, our students receive detailed reports about their progress on each learning target addressed in their classes. Parents and students can monitor student progress on PowerSchool.

For the answers to frequently asked questions about mastery-based learning, visit <http://www.HSCNewHaven.org/>

Strategy

Students will be responsible for their own learning and demonstrate mastery of content and skills before advancing in a course or to the next course.

Stages of Advancement

The following stages correspond to the four years traditionally required for high school. They may be completed in less or more than four years by each student, as needed:

1. **Freshman year:** Developing the basic academic skills, content knowledge, and self-discipline to succeed in high school
2. **Sophomore year:** Advancing academic skills and completing most required content study
3. **Junior year:** Exploring elective content study and determining the details of a transition out of high school and into college and career training
4. **Senior year:** Finalizing the skills and preparation needed to bridge the transition into adulthood.

Objectives

Students will ...

- Learn through multiple pathways: traditional classroom, online courses/resources, extra time in the afternoon, and out of school experiences
- Build on prior knowledge to develop a comprehensive understanding of new content
- Engage in active debate over legal and social justice issues related to course content
- Develop independent course-specific skills
- Evaluate data and evidence
- Communicate clearly, concisely, and accurately

Mastery Performance Levels

4 – Exemplary

Student has proven expertise in course material and is ahead of course pace. Student is on track to finish this course and might move on to the next course level before the academic year has ended.

3.5 – Approaching Exemplary

Student has proven some expertise in course material and is ahead of course pace.

3 – Mastery/Competent

Student has proven mastery through demonstration of quality work and has maintained course pace.

2.5 – Approaching Mastery

Often shows mastery of content area and 21st century skills. Practice can come in further courses as student continues to encounter cross curricular skills. As a final score, 2.5 is credit-bearing.

2 – Emerging

Student has developed some understanding, but has not demonstrated mastery of course content and skills. Without additional academic support, students at this level are unlikely to finish course material by the end of the academic year. Performance at this level does not earn credit but students will be provided time-bound opportunities to finish at course end.

1.5 – Beginning

Student has completed some work demonstrating a beginning understanding of course content. Student is not on course pace, and will require substantial academic support in order to reach mastery and complete course work by the end of the academic year. Performance at this level does not earn credit.

1 – Novice

Student has demonstrated little or no understanding of course content and skills. At current pace, student will not complete the course by the end of the academic year. Performance at this level does not earn credit.

ACADEMIC EXPECTATIONS AND POLICIES

AP Classes

- Students and parents must sign the NHPS AP Contract and return it to the AP Coordinator by the due date or the student will be withdrawn from the class.
- Students must abide by the policies and guidelines included in the contract or they will be withdrawn from the class.

All Classes:

- At midterms, all parents of students whose score is 1 will receive phone calls from classroom teachers and letters from school guidance counselors. Meetings with parents will be scheduled, if appropriate.
- Students who are not mastering the skills presented in any class or completing assignments for that class MUST stay for Eagle Time until 3:15 on Tuesdays and Thursdays.
- All absences (even excused) are counted toward cumulative absences (district policy).
- Field trips are limited to students maintaining mastery in at least four (4) classes and who are maintaining good attendance and behavior. Teacher signatures will be required for field trip attendance.

Homework Policy

Homework at HSC is an integral part of a student's learning. HSC students are expected to complete regular, daily homework assignments in all courses. In accord with HSC

homework policy, students should expect to do a minimum of two hours of homework per day. In a mastery based classroom, timely completion of homework is necessary for students to practice skills and comprehend content so that they can demonstrate mastery in order to complete a course on pace.

GRADUATION REQUIREMENTS

Twenty-seven (27) credits (minimum) are required for graduation. A correct distribution of credits is also required. The distribution is as follows:

- **4 English Credits-** English 1, 2, 3, & 4
- **4 Math Credits**
- **3 Science Credits-** PhyChem, Biology, Chemistry
- **3.5 Social Studies Credits-** Modern World, US, Civics, .5 elective
- **2 World Language Credits-** same language
- **1 Fine Arts Credit**
- **1 Physical Education Credit**
- **1 Senior Seminar Credit**
- **1 Advisory Credit-** .25 credit each year
- **6.5 Electives****

** Class of 2023 and beyond also need **1 Health Credit** and only 5.5 elective credits

Credits Needed for Grade Level Promotion

Grade 10= 6 Credits
Grade 11= 12.5 Credits
Grade 12= 19 Credits
Graduation= 27 Credits

HABITS OF WORK

One of the defining features of a mastery based system at HSC is that it allows the school to give specific feedback on a student's progress based on what they actually know and can do, not just a random percentage of assignments completed. This goes as well for how students arrive at those skills and knowledge. We seek to describe and evaluate the way

that students approach assignments, tasks and projects – do they tackle these promptly, do they stay organized, do they take leadership in a group and respect the process of a classroom? All of these are often referred to as a student's *Habits of Work* and here at HSC reside in our core values, the CRAIGs.

We use the mastery system to report on both a student's academic performance and on their habits so that students and families can acquire solid information on where students are strong, where they are developing and where they have needs for improvement. By showing a student, for example, that they may be able to hit a learning target of writing an argumentative essay up to mastery standard but still need to get better at spreading the completion of that report over time and not leaving it to the last minute, we hope to help all HSC students achieve their highest overall potential as scholars and leaders.

If you have **compassion** for yourself and others and if you demonstrate **respect, action,** and **integrity**, you will achieve **greatness!**

CRAIG 1 - Compassion / SEL - Social Awareness

I can show understanding, empathy, and compassion for others.				
Indicator	Exemplary	Competent	Emerging	Novice
CRAIG 1 - Compassion SEL - Social Awareness I can show understanding, empathy, and compassion for others.	I can <ul style="list-style-type: none"> demonstrate awareness of <u>and empathy for</u> other people's emotions and perspectives and respond appropriately and compassionately demonstrate consideration for others and positively contribute to <u>and engage with</u> my community demonstrate an awareness and <u>understanding</u> of cultural factors and 	I can <ul style="list-style-type: none"> demonstrate an awareness of other people's emotions and perspectives and respond appropriately and compassionately demonstrate consideration for others and positively contribute to my community demonstrate an awareness of cultural factors and respect individual differences 	I can <ul style="list-style-type: none"> demonstrate an awareness of other people's emotions and perspectives demonstrate consideration for others demonstrate an awareness of cultural factors and individual differences 	I can <ul style="list-style-type: none"> demonstrate an awareness of other people's emotions demonstrate awareness of others demonstrate an awareness of individual differences

	respect and <u>interact with</u> individual differences			
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CRAIG 2 - Respect / SEL - Relationship Skills

I can use **respect** to form positive relationships, work in teams, and deal effectively with conflict, both in and out of the classroom.

Indicator	Exemplary	Competent	Emerging	Novice
CRAIG 2 - Respect SEL - Relationship Skills I can use respect to form positive relationships , work in teams, and deal effectively with conflict, both in and out of the classroom.	I can <ul style="list-style-type: none"> • use respectful communication and social skills to interact positively with others and <u>encourage respectful engagement of others</u> • develop constructive relationships with individuals of diverse backgrounds, abilities and lifestyles <u>and encourage collaboration</u> • demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways, <u>in my own relationships and others'</u> 	I can <ul style="list-style-type: none"> • use respectful communication and social skills to interact positively with others • develop constructive relationships with individuals of diverse backgrounds, abilities and lifestyles • demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways 	I can <ul style="list-style-type: none"> • use communication to interact with others • develop constructive relationships with individuals • demonstrate the ability to recognize conflicts 	I can <ul style="list-style-type: none"> • interact with others • begin to develop relationships with individuals

CRAIG 3 - Action / SEL - Self-Management

I can manage my emotions and behaviors and **take action** to achieve my goals.

Indicator	Exemplary	Competent	Emerging	Novice
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<p>CRAIG 3 - Action</p> <p>SEL - Self-Management</p> <p>I can manage my emotions and behaviors and take action to achieve my goals.</p>	<p>I can</p> <ul style="list-style-type: none"> demonstrate the ability to manage my emotions appropriately <u>and understand their impact on others</u> demonstrate an understanding of honesty <u>and its impact on relationships</u> demonstrate the ability to take action to set and achieve goals for success, <u>for myself and the group</u> maintain <u>and encourage</u> active engagement in my classes 	<p>I can</p> <ul style="list-style-type: none"> demonstrate the ability to manage my emotions appropriately demonstrate an understanding of honesty demonstrate the ability to take action to set and achieve goals for success maintain active engagement in my classes 	<p>I can</p> <ul style="list-style-type: none"> demonstrate the ability to identify my emotions recognize honesty set goals engage in my classes 	<p>I can</p> <ul style="list-style-type: none"> identify some emotions recognize honesty in some situations set goals with assistance
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CRAIG 4 - Integrity / SEL - Responsible Decision Making

I can use integrity to make ethical, constructive choices about personal and social behavior, as well as academic issues.				
Indicator	Exemplary	Competent	Emerging	Novice
<p>CRAIG 4 - Integrity</p> <p>SEL - Responsible Decision Making:</p> <p>I can use integrity to make ethical, constructive choices about personal and social behavior, as</p>	<p>I can</p> <ul style="list-style-type: none"> consider ethical and societal factors when making decisions <u>and apply them to my interactions</u> use a systematic approach to decision making <u>that leads directly to the production of quality performance</u> apply problem solving skills to address <u>complex</u> 	<p>I can</p> <ul style="list-style-type: none"> consider ethical and societal factors when making decisions use a systematic approach to decision making apply problem solving skills to address daily academic and social situations use integrity to responsibly 	<p>I can</p> <ul style="list-style-type: none"> consider others when making decisions use a systematic approach to decision making with assistance begin to address daily academic and social situations in and out of my classes 	<p>I can</p> <ul style="list-style-type: none"> reflect on my decisions with assistance begin to address daily academic and social situations with assistance

well as academic issues.	academic and social situations <ul style="list-style-type: none"> • use integrity to responsibly address situations in and out of my classes <u>in order to produce high-quality work</u> 	address situations in and out of my classes		
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CRAIG 5 - Greatness / SEL - Self-Awareness

I can recognize my emotions and values as well as my strengths and challenges, and use this knowledge to push myself toward greatness .				
Indicator	Exemplary	Competent	Emerging	Novice
CRAIG 5 - Greatness SEL - Self-Awareness: I can recognize my emotions and values as well as my strengths and challenges, and use this knowledge to push myself toward greatness .	I can <ul style="list-style-type: none"> • demonstrate knowledge of my emotions <u>and how they impact my decisions</u> • demonstrate knowledge of personal strengths, challenges and potential, <u>and apply this knowledge to succeed</u> • demonstrate awareness of how to get help and support when needed, <u>and take advantage of that support</u> • demonstrate the ability to accept personal responsibility <u>and subsequently make appropriate choices</u> • use this knowledge to 	I can <ul style="list-style-type: none"> • demonstrate knowledge of my emotions • demonstrate knowledge of personal strengths, challenges and potential • demonstrate awareness of how to get help and support when needed • the ability to accept personal responsibility • use this knowledge to push myself toward greatness 	I can <ul style="list-style-type: none"> • identify some of my emotions • identify some of my personal strengths and challenges • identify some resources for help and support 	I can <ul style="list-style-type: none"> • identify my emotions with assistance • identify my personal strengths and challenges with assistance • identify resources for help and support with assistance

	push myself <u>and</u> <u>others</u> toward greatness		
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NHPS & HSC Social & Emotional Learning (SEL) & CRAIG Standards & Indicators



New Haven Public Schools is committed to providing a safe and supportive environment for all students to develop the skills necessary to succeed in college, career and life. We recognize that our students' personal development must be nurtured concurrently with their academic development. The promotion of students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills is paramount to improving student attitudes and beliefs about self, others, and school.

SCHOOL COUNSELORS AND ADVISORY STRUCTURE

For new students: Freshman Seminar

Foundation Seminar is required for all incoming freshmen students new to HSC. Its purpose is to support, assist, and advise new students on a daily basis. Foundational Seminar assists new students in becoming oriented to the HSC community. Students

discuss problems and challenges related to the high school. Foundation Seminar instructors facilitate this transition and personalize new students' experiences.

For new and returning students: Advisory Groups

Advisory groups meet with their faculty advisory teacher daily to set individualized goals and seek advice on school issues. Advisory teachers will assist and advocate for students.

For seniors: Senior Advisory and Seniors Seminar (see Project HSC immediately below)

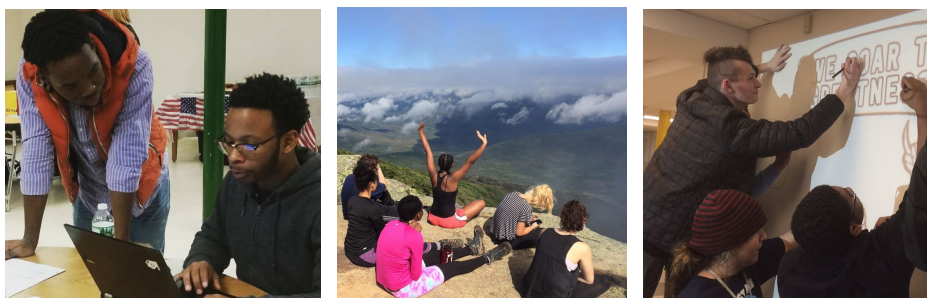
Seniors are assigned a senior faculty advisor in addition to their school guidance counselor to focus on their college application preparation and progress towards post-secondary plans. College selection, applications, essay writing and fundraising are key components of senior advisory.

Full-time school (guidance) counselors Chris LeSieur and Jessica Kiska provide professional assistance to all students for personal and educational advice. Social workers are assigned to the school and are available to students as needed.

Additional Credits

Students who work may obtain Cooperative Work Experience Credit. A maximum of 3 work credits can be earned within four years of high school. Work credits are counted only in junior and senior years. Community service may also be eligible for credit. See the Guidance Office for forms and details.

PROJECT HSC



All of the courses at HSC are designed to prepare you for your culminating academic experience: Project HSC.

Project HSC is an opportunity for students to put the passion, knowledge, and skills they have cultivated throughout their careers at High School in the Community into action. In this half-year course, students will create a Social Action Project and make an impact in their community, all in order to build

professional-level skills as they take their next steps in life— from the hallways of HSC to the paths of their desired futures.

Our Five Commitments: Compassion, Respect, Action, Integrity, Greatness

Compassion & Respect	Action & Integrity	Greatness
Create change in your community and yourself Explore an area of interest from new angles Propose solutions to societal issues	Develop leadership skills Solve problems that matter to you Develop habits and routines that fit your style and schedule	Improve your school, your town, your country, your world Support your peers through rigorous group discussion and team-building activities

What will you do today to create positive change?

As you leave high school, you are fully entering a world with an overabundance of challenges, problems, and issues. Too many people are overwhelmed by these challenges, but **YOU**, with passion, purpose, self-direction, and the support of others, can overcome these issues. This course will help you get started.

Examples of past projects:

Planning and leading the HSC Youth Summit for Social Justice
Planning and leading a takeover day at the New Haven Police Academy
Creating a video promoting ChildSight
Starting a mentoring program
Writing and filming a documentary supporting undocumented students
Choreograph and perform a dance addressing bullying

Steps:

Identify your passion
Create a plan
Pitch your project & apply for funding
Make your project a reality
Change the world

HSC's ADVANCED PLACEMENT (AP) COURSES

(CollegeBoard AP Course Descriptions)

Per NHPS policy, all AP students must take the AP exam in May in order to earn Advanced Placement credit in these classes.

Advanced Placement English Language and Composition

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

Level(s): Advanced

Credit: 1 credit of English

Prerequisites: Successful completion of English 2, teacher recommendations, and permission of the instructor

Advanced Placement English Literature and Composition

This course has been replaced with UCONN ECE English 1011

Advanced Placement Calculus AB

The Advanced Placement Calculus AB course includes the study of properties of functions, limits, differential calculus, and integral calculus. Use of symbolic differentiation and integration utilities is also included. Upon completion of these units, students will take the AP exam in May.

Level: Advanced

Credit: 1 math

Prerequisites: Pre-Calculus (Advanced Math)

Advanced Placement Statistics

In AP Statistics, students learn about the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. You'll explore statistics through discussion and activities, and you'll design surveys and experiments.

Level: Advanced

Credit: 1 math

Prerequisites: Pre-Calculus (Advanced Math)

Advanced Placement Biology

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions.

Level(s): AP

Credit: 1.0 Lab Science or Elective

Prerequisites: General Science, Biology & teacher recommendation. Chemistry is strongly encouraged but not required.

Advanced Placement Environmental Science

In AP Environmental Science, students explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. You'll take part in laboratory investigations and field work.

Level(s): AP

Credit: 1.0 Lab Science or Elective

Prerequisites: General Science, Biology & teacher recommendation. Chemistry is strongly encouraged but not required.

Advanced Placement Latin

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.

Level(s): Advanced

Credit: 1

Prerequisites: Latin III and teacher recommendation

CLASSES BY DISCIPLINE

HSC Special Requirements

Course	Grade Levels
Advisory	9-12
ePortfolio	All
Freshman Seminar	9
Project HSC Capstone	12
Production Company (not for credit at this time)	All

Science

Course	Grade Levels
Physical-Chemistry	9
Biology	10
Chemistry	11
Advanced Placement Biology	11, 12
Environmental Science	All
Forensic Science	All

English Language Arts

Course	Grade Levels
English I: Turn up the Volume	9
English II: The Language and Literature of Social Justice	10

Action	
English III: Leaders of Change	11
English IV: Satire, Social Injustices, and Shakespeare	12
Creative Writing	All
Poetry	All
AP Language and Composition	11, 12
UConn ECE English 1011 or 1004	12

Social Studies

Course	Grade Levels
World History: A study of leadership, tribulation, & inspiration	9
U.S. History	10
Civics	11
Current Events	All
Documentary Film	All
Mock Trial	All
Vietnam	All
The '60s	All
History of New Haven	All

Mathematics

Course	Grade Levels
Algebra 1	9 (per placement test)

Geometry	9, 10 (per placement test)
Algebra 2	10, 11
Statistics	10, 11, 12
Pre-Calculus	10, 11, 12
AP Calculus AB	11, 12
AP Calculus BC	11, 12

World Language

Course	Grade Levels
Latin 1	All (per placement test)
Latin 2	All (per placement test)
Latin 3	All (per placement test)
Latin 4	All (per placement test)
AP Latin	All (teacher rec. required)
Spanish 1	All (per placement test)
Spanish 2	All (per placement test)
Spanish 3	All (per placement test)
Yale World Class Language Program (off-campus)	All ($\frac{1}{4}$ credit per year)

Fine and Applied Arts

Course	Grade Levels
Exploring Visual Design	All (prereq. for all other visual arts courses)
Drawing	All

Painting	All
3-D Art	All
Chorus	All
Band 1	All
Band 2	All
Physical Education	All

Independent Study and Seminar Program (ISSP)

Course	Grade Levels
Independent Study	All (teacher rec. required)
College Before College at Yale, SCSU, & Gateway	11, 12 (application required)
Shafer Family Scholarship (Yale)	11 (application required)
Center for Creative Youth (Wesleyan)	All (application required)



PLAN OF STUDY



NAME	EXPECTED GRADUATION DATE	ADVISORY TEACHER																						
<div style="display: flex; justify-content: space-between;"><div style="width: 45%;"><p>SCHOOL YEAR: COURSE MASTERY SCORE</p><p>ADV/PORTFOLIO <input type="checkbox"/></p><p>ENG _____ <input type="checkbox"/></p><p>MATH _____ <input type="checkbox"/></p><p>SCI _____ <input type="checkbox"/></p><p>SS _____ <input type="checkbox"/></p><p>_____ <input type="checkbox"/></p><p>_____ <input type="checkbox"/></p><p>_____ <input type="checkbox"/></p><p>STUDENT LED CONFERENCES</p><div style="border: 1px solid black; width: 100px; height: 20px; margin: 5px;"></div><p>ABSENCES <input type="checkbox"/> TARDIES <input type="checkbox"/></p></div><div style="width: 45%;"><p>SCHOOL YEAR: COURSE MASTERY SCORE</p><p>ADV/PORTFOLIO <input type="checkbox"/></p><p>ENG _____ <input type="checkbox"/></p><p>MATH _____ <input type="checkbox"/></p><p>SCI _____ <input type="checkbox"/></p><p>SS _____ <input type="checkbox"/></p><p>_____ <input type="checkbox"/></p><p>_____ <input type="checkbox"/></p><p>_____ <input type="checkbox"/></p><p>STUDENT LED CONFERENCES</p><div style="border: 1px solid black; width: 100px; height: 20px; margin: 5px;"></div><p>ABSENCES <input type="checkbox"/> TARDIES <input type="checkbox"/></p></div></div>																								
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GRAD CREDIT REQs

27 TOTAL

ENGLISH - 4

MATH - 4

SCIENCE - 3

SOCIAL STUDIES

2016-2017 GRADS

3 CREDITS:

US1 - 1

US2 - 1

Civics - .5

2018 & BEYOND

3.5 CREDITS

Mod Wld Hist - 1

US Hist - 1

Civics - 1

ARTS - 1

PE - 1

WORLD LANG - 2

ADDITIONAL

If your child receives modified curriculum through an Individualized Education Program (IEP) or Section 504, information on this sheet reflects their program.

CAREER INTERESTS:	COLLEGE/POST-SECONDARY PLANS:
COMMUNITY LEARNING EXPERIENCES:	RESUME BUILDING:
CAPSTONE IDEAS	

PSAT 9 _____ PSAT 10 _____ PSAT 11 _____ SAT 11 _____ SAT 12 _____ SAT SUBJECT _____ SAT SUBJECT _____ ACT _____ READING LEVEL _____	HONORS, AWARDS, ACTIVITIES, PROCOS (INCLUDE OUTSIDE SCHOOL ACTIVITIES)
ADDITIONAL NOTES:	