

MANUS ACADEMY

Instructional Programs and
Courses for High School Students

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Introduction

Thank you for your interest in Manus Academy, a private school dedicated to working with students with specific learning needs.

Manus Academy is accredited by the Southern Association for Colleges and Schools (SACS) and AdvancED, its parent organization. We deliver a tutorial model of instruction where students work one-on-one with teachers and in small groups.

In this “Instructional Programs and Courses for High School Students,” you will learn about our mission, our instructional methods, how we tailor each student’s learning environment for success and the skills and courses we teach. As you and your child go through the admissions process, we will share our recommendations specific to your child’s instructional program.

We look forward to working with you!

The Manus Academy Mission and Instructional Programs

Our Mission

Our mission at Manus Academy is to deliver to each student the kind of instruction he or she needs at any given point in time. To fulfill this mission, we customize each student's instructional program and his or her learning environment. Here is a description of our instructional programs and learning environments.

Our Instructional Programs

During our admissions process, we meet with parents and students to discuss their concerns and goals, review school records and any previous evaluations students may have had. We also administer some tests ourselves. Based on this and other information, we develop instructional programs and learning environments best suited to individual students.

Each student's teaching team (i.e., teacher, one-on-one tutor and lead teacher) continues this diagnostic-prescriptive process by monitoring the student's progress, charting and graphing weekly and monthly practice, adjusting instructional programs as needed and communicating regularly with parents.

Some of our high school curricula have been developed by the founder, Rosanne Manus and others have been purchased from other publishers and modified to meet the needs of our students. The goals and objectives within these curricula follow national and state standards for each grade level. Teachers deliver instruction using procedures and strategies that are based on decades of educational research that tell us how to maximize student learning.

Our curricula and procedures are subjected each year to rigorous in-house testing and updating. This process allows us to offer the most effective instruction possible at any particular point in time. Our teachers receive regular training and consultation in the prescribed teaching techniques to ensure they all employ the same effective methods.

The rate at which students progress is largely based on the number of correct responses they produce during a given period. The higher their correct responses during each lesson, the faster they progress. We use strategies, therefore, that maximize students' participation and correct responses. One of the key strategies is direct instruction. Direct instruction has been tested extensively over the past few decades and found to be highly effective with students, particularly students with specific learning needs.

Direct instruction involves intensive interaction between teachers and students and it promotes a high degree of focus, which, in turn, leads to efficient learning. Here are some of the key methods involved in direct instruction.

1. *Teaching in small, manageable steps* – The teaching and learning process is step-by-step, predictable and efficient. Skills and course content are divided into small, cumulative objectives that students can easily master in a short period.
2. *Teaching in a cumulative sequence* – Each skill is an extension of the preceding skills. Once students learn a new skill, they review all skills learned up to that point of instruction. This sequential and cumulative approach builds fluency and skill integration and application.
3. *Using guided instruction* – In the first stage of guided instruction, the teacher explains the purpose of the new skill then models and recites the steps for performing it. In the second stage, the teacher coaches the students to commit the steps to memory, say and perform each step accurately and at a steady pace. In the third stage, the teacher coaches the students to perform the skill independently until they are fluent.

The teacher then covers the next skill, which is an extension of the preceding one. Many of these extensions involve applying the newly learned skills to different situations so the skills have personal use to the students.

Guided instruction is particularly useful in the initial stages of learning because it maximizes the number of students' correct responses and minimizes time spent being confused.

4. *Monitoring progress* – Students record their daily and monthly work and evaluate their study habits. Then, with their teachers, they analyze their performance to decide if they are working efficiently and intensively enough for optimal progress and make changes, if needed.
5. *Engaging students* – Students are actively engaged as they learn and practice skills. They learn by seeing, listening and doing. They are coached to speak aloud and in complete sentences during

the initial stages of instruction and apply effective strategies as they perform the skill so they learn to consistently show what they know.

6. *Teaching students to learn how to learn* – At Manus Academy, we teach more than just basic skills and content courses. We teach students to self-teach, a skill they must have to succeed in life. This involves training them to:

- understand themselves as learners and identify their strengths and barriers
- organize their materials so they have them when they need them
- use strategies most effective for each assignment type and their learning style
- manage time effectively

Knowing how to interact successfully with others and solve, or at least manage, one's problems are as important as mastery of academic skills; therefore, we also directly instruct students in social and problem-solving skills.

Our students follow a process during which they first examine their specific learning strengths and barriers. Second, they practice strategies under their teacher's guidance so they can succeed in spite of these barriers and, third, they routinely assess their use of these strategies and the degree to which they are effective. This ongoing process helps students learn to solve their daily problems, a skill required to function successfully as adults.

Our Learning Environments

To ensure that our students experience success, we customize not only their instruction, but their learning environments, too. Some students learn best with one-to-one instruction, while others respond well to small-group instruction with anywhere from one to five other students. Some students need a compressed schedule during which they work intensively with an instructor on core subjects for a few hours a day. Others benefit from our five-hour school day.

Here are some of the different learning environments we offer:

- *Class instruction from 9:00 a.m. to 2:00 p.m., Monday through Friday* – Students in this environment work alongside five other students, a teacher and support staff. They may spend part of their day learning a subject with the whole class and part of the day learning subjects in smaller groups or independently with the teacher's assistance. Our lead teacher oversees each student's program to ensure that he or she is responding to it well.

- *Small group instruction in the afternoon* – Students in this environment work with one to three other students and a teacher. Depending on their needs, they may also spend some time working one-on-one with a tutor. They typically attend school for three and a half hours a day; however, some may attend for more or fewer hours.
- *One-to-one instruction throughout the day* – Students in this environment work individually with a tutor on specific skills and courses during regularly scheduled times in the mornings or afternoons. Some students attend for several hours every day while others attend for one or two hours several times a week. Some of these students are enrolled in home school and see our instructors for intensive work in a specific course or skill, such as advanced math, foreign language or remedial reading and writing.

In addition to offering various learning environments to meet individual student needs, we also offer a wide range of accommodations. Accommodations are environmental adjustments that help students succeed despite their particular barriers.

These accommodations may involve classroom design, strategies to reduce background noise, hand-held fidget toys, schedule adjustments, medication monitoring, audio books, study guides, word processors, specific testing procedures, modified assignments, regular time to talk privately with a staff member about concerns, training in self-relaxation techniques and opportunities to stretch and move around when restless.

The ability to regulate one's attention, behavior and emotions is also essential for school success. Students who have difficulty in one or more of these areas receive training from both their teachers and support staff in managing their behavior and resolving conflicts effectively, maintaining a sufficient level of alertness during their lessons and using self-relaxation techniques as needed throughout the day.

Our High School Diploma Programs

Manus Academy offers one high school diploma with two courses of study: the college preparatory course of study and the basic course of study. Students planning to pursue a bachelor's degree at a university or college follow the college preparatory course. Students planning to seek an associate degree at a community college or enter a specific vocational program take the basic course of study.

During the admissions process, students and their parents meet with the admissions staff to determine each student's course of study and customize his or her instructional program. Depending on what is most appropriate, students may work at the standard pace of one grade level per year or at a slower or faster one.

Beginning on the next page are the graduation requirements, course list and course descriptions for each of these two courses of study.

College Preparatory Course of Study

Requirements

Students must earn a minimum of 24 credits for their high school diploma. The minimum requirements for the college preparatory course of study are:

- English – 4 credits
- Foreign language – 2 credits of the same language (Some colleges recommend a third year of language taken in one's senior year.)
- Math – 4 or 5 credits (Students take algebra 1, geometry, algebra 2 and a course beyond algebra 2, such as pre-calculus or statistics. They may take algebra 2 in two parts: algebra 2A and algebra 2B and receive a full credit for each. If they take algebra 2 in two parts, they will earn five math credits instead of the customary four.)
- Science – 3 credits that include 1 physical science (i.e., physical science or chemistry), 1 life science (i.e., biology), 1 earth science and one laboratory course (all Manus Academy sciences include labs)
- Social studies – 4 credits (world geography, civics and economics, world history and United States history)
- Other – Students select enough courses to total 24 or more units of study. These courses include:
 - health and physical education
 - study skills
 - keyboarding
 - basic skill building, as needed, in language, reading, writing and/or math (number of credits vary)
 - other courses that challenge students and allow them to pursue their personal interests
- Students may take certain high school courses at a local community college (e.g., auto mechanics, a foreign language) provided the student gets prior approval from us and the college sends us a transcript showing the credit.

College admission boards usually consider these three factors when reviewing a student's application for admission: the student's SAT or other college-entrance test scores; the student's grade point average; and other factors, such as whether the student challenged him or herself with advanced courses, particularly during his or her senior year.

Course List

Core Courses

English

English 9

English 10

English 11

English 12

Foreign Language

Spanish I

Spanish II

Spanish III

Math

Algebra 1

Geometry

Algebra 2A and 2B

Pre-Calculus

Calculus

Probability and Statistics

Science

Physical Science

Biology

Chemistry

Physics

Earth Science

Social Studies

World Geography

World History

United States History

Civics and Economics

Other Courses

Study Skills

Health

Foundations of Personal Fitness

Nutrition and Wellness

The Developing Child

Consumer Math

Succeeding in the World of Work

Psychology

Art in Focus

Music: Its Role and Importance in Our Lives

Keyboarding

SAT Preparation

Job Internship

Basic Skill Building (as needed)

Reading Strategies

Math Foundations

Composition

Course Descriptions

English

The goal of English instruction is to train students to develop a strong command of the English language. They do this by developing skills in each of these areas:

- vocabulary
- grammar, phrasing and mechanics
- literature
- written expression

In vocabulary, students learn the meanings of common roots in the English language and the meanings of words containing these roots. They also learn the meanings of other high-level academic words, such as those found on the Scholastic Aptitude Test (SAT). Once they learn these words, they practice using them in their daily speech.

In grammar, phrasing and mechanics, students learn the parts of speech; word functions; rules for subject-verb, pronoun and adverb agreement; and rules for capitalization and punctuation. In literature, they learn about the different literary genres and their characteristics and read and analyze selected short stories, novels, plays, folklore, poems and nonfiction. In written expression, they practice writing in a variety of formats, such as summary essays, analytical essays and research reports.

Students develop English skills each year and in greater depth. They also focus on specific literary selections, such as American or English literature.

Foreign Language

Spanish I (1 credit) – Students learn basic Spanish vocabulary and phrases, verb conjugations and grammar rules. They use this foundation as they read short passages in Spanish and construct simple sentences.

Spanish II (1 credit) – Students expand their knowledge of Spanish by learning more vocabulary and verb conjugations and by learning and applying grammar rules in greater depth. They use these skills to read passages in Spanish and to write more complex and detailed sentences. They also study the cultures of Spanish-speaking countries.

Spanish III (1 credit) – Students practice applying their Spanish skills as they read and interpret longer passages in Spanish and write sentences and paragraphs containing a more elevated vocabulary and complex sentence structure.

Math

Algebra 1 (1 credit) – Students work with expressions, equations, functions and rational numbers. They continue with analyzing and solving linear equations, inequalities, ratios, proportions, graphs, polynomials, factors, quadratic and exponential functions and rational and radical expressions and equations.

Geometry (1 credit) – Students learn about patterns, lines, planes, triangles, polygons, geometric reasoning, coordinates, parallel lines, conjectures about triangles, quadrilaterals, area, volume, transformations, similar polygons, right triangles, circles, spheres and coordinates for transformations.

Algebra 2A (1 credit) – Students expand their Algebra 1 skills by analyzing equations and inequalities; solving systems of linear equations and inequalities; and exploring polynomials and radical expressions.

Algebra 2B (1 credit) – Students continue with Algebra 2 by working with quadratic functions and inequalities; analyzing conic sections; exploring polynomial, rational, exponential and logarithmic functions and expressions; investigating sequences, series, discrete mathematics and probability; exploring trigonometric functions; and using trigonometric graphs and identities.

Pre-Calculus (1 credit) – Students first review graphs, polynomial and rational functions and equations, then learn trigonometric functions and equations, such as angles and their measurements, right triangles, inverse functions, laws of signs and cosines and sinusoidal graphs and curves. They continue with learning about polar coordinates and vectors and analytical geometry.

Calculus (1 credit) – Students learn about functions, derivatives, integrals, symbolic anti-differentiation techniques, function approximation and infinite series.

Probability and Statistics (1 credit) – Students learn about data organization, averages and variations, elemental and binomial probability, normal distributions and estimation.

Science

Physical Science (1 credit) – Students learn about matter, its properties and structure and how it changes in reaction to others substances. They also learn about motion and energy, magnetism, heat, sound, light, electricity, work and machines.

Biology (1 credit) – Students learn about the field of biology and how living things are organized and classified. Next, they learn about plants, animals and the human body. They also explore the fields of genetics, ecology and evolution.

Chemistry (1 credit) – Students learn about matter and its composition, how it's broken into elements, atoms and ions, how it combines to form compounds, how it reacts with other substances and how we work with and measure it. Students also learn about energy, atomic theory, how matter changes state, acids and bases, electrochemistry, radioactivity, nuclear energy and biochemistry.

Physics (1 credit) – Students learn about linear projectile and circular motion, momentum, energy and gravity, the properties of sound and light waves and electric fields and circuits.

Earth Science (1 credit) – Students learn about the structure and composition of the earth, the forces that change its surface, atmosphere and weather, oceans, space and the earth's history.

Social Studies

World Geography (1 credit) – Students first study the features of the earth and its climate. They learn to read different kinds of maps, globes, charts and diagrams and the five themes for looking at the world: location, place, human environment and interaction, movement and region. They use this foundational knowledge as they study North and South America, Latin America, Europe, Africa, Asia, Australia and Antarctica.

World History (1 credit) – Students begin their study of world history by studying the ancient civilizations. They continue with an exploration of the early Greek and Roman empires and the rise of towns, cities and nations in Europe and North America. Students then learn about the major events and movements that have shaped current life. They include the Reformation, exploration, scientific discoveries and disciplines, colonial expansion, immigration, the Industrial Revolution and the major wars.

United States History (1 credit) – Students learn about the Native Americans who first settled this land, the European explorers and how the United States expanded into what it is today. They also learn about the country's major wars, movements and events that helped shape our country.

Civics and Economics (1 credit) – Students learn about the foundations of citizenship and democracy; federal, state and local governments; American economic and legal systems; people's rights and responsibilities; and interactions between the United States and the rest of the world.

Other Courses

Study Skills (up to ½ credit per year) – All new students take a study skills course, which is taught concurrently with other subjects, such as biology, United States history, English and algebra. Students

learn strategies for organizing their school materials, managing their time, studying effectively for each course and assignment type and taking tests. Teachers continue to coach students to use these strategies as they complete their other courses. Part of each course grade includes how well students use the prescribed organizational, study and time management skills.

Health (1 credit) – Students learn about personality; emotional health; stress management; nutrition and weight control; fitness; the body; drugs and medicine; how the consumption of drugs, alcohol and tobacco affect one’s health; infectious, sexually transmitted and life style diseases; marriage; family; parenting; aging; dying; accident prevention; emergency measures; how the environment affects one’s health; and the health care system.

Foundations of Personal Fitness (½ or 1 credit) – Students learn about the importance of being physically fit; making physical activity safe; developing cardiovascular fitness, flexibility and strength; the body’s composition; and nutrition. Students also design and follow a personal exercise program.

Nutrition and Wellness (½ or 1 credit) – Students learn about food and its many sources; how the body gets and uses nutrients; how to choose foods for their nutritional value; how to shop for and prepare food; tips on eating out; and exercising. Students also learn about each of the different food groups and how they contribute to overall nutrition.

The Developing Child (½ or 1 credit) – Students learn the stages of child development, family structure, effective parenting skills, pregnancy, prenatal development, childbirth, and the physical, emotional, social and intellectual development of children from birth through age six. Students also learn how to care for children and explore health and safety issues.

Consumer Math (½ or 1 credit) – Students use math skills to manage money. They learn about earning money, buying food and clothing, managing a household, buying and maintaining a car, preparing food, maintaining a home, traveling, budgeting, banking and investing, paying taxes and preparing for careers.

Succeeding in the World of Work (½ or 1 credit) – Students explore their personal interests; develop a career plan; and learn about applying and interviewing for jobs, workplace ethics, legal matters, technology, banking and credit, insurance and taxes, and social security.

Psychology (½ to 1 credit) – Students learn about the scientific method, the nervous system, sensation perception, consciousness, learning, memory, intelligence, language, motivation and emotion, stress, personality, developmental psychology, social psychology, abnormal psychology and therapies for mental health.

Art in Focus (½ or 1 credit) – Students learn about art media and processes, art criticism and art history. They study art movements from the earliest times through present day expressions. These historical periods include art in the Middle Ages, Renaissance and early twentieth century. Students also learn about the predominant literature, dance and theater that occurred during each period.

Music: Its Role and Importance in Our Lives (½ or 1 credit) – Students learn how people play music to move, perform, enhance individual expression, understand life’s meanings, tell stories, characterize an age and share our humanity. Student activities include listening to numerous selections of different types of music.

SAT Preparation (½ to 1 credit) – Students learn how the Scholastic Aptitude Tests are structured and practice test-taking strategies effective for each type of test, such as the reading comprehension, essay writing and mathematics tests.

Keyboarding (½ credit) – Students learn proper typing techniques, build speed and accuracy as they type and apply their typing skills to formatting letters, reports and other kinds of communications.

Job Internship (½ credit) – Students may earn a half credit for working outside of school. To receive credit, students must work at least 200 hours for the same employer, complete this work within one year and earn an average weekly performance grade of satisfactory or better from their employer. (The student’s teacher arranges for the employer to send him or her weekly performance reports.)

Basic Skill Building

Reading Strategies (½ credit or more) – Students with delayed reading skills receive intensive instruction to increase their ability to instantly recognize words, sound out unfamiliar words and read fluently. They graph their daily practice trials and progress.

Math Foundations (½ credit or more) – Students with delayed math skills receive intensive instruction in those skills they must develop to successfully complete the higher level math courses, such as algebra and geometry.

Composition (1 credit) – Students develop their writing skill by following step-by-step procedures for writing paragraphs, essays and research reports. They follow the writing process of researching and outlining key information (if writing research reports), phrasing the work, writing a rough draft, editing, and writing the final draft.

Basic Course of Study

Requirements

Students who plan, upon graduation, to seek an associate's degree at a community college, enroll in a vocational program or enter the workforce follow the basic course of study. This course includes standard high school subjects with the exception of foreign language and higher-levels of math and science.

The subjects are sometimes covered in less depth than those offered in the college preparatory courses and the reading levels are easier for those students with reading difficulties. The basic course of study includes life skills training and intensive remedial work, as needed, in basic language, reading, writing and math skills.

Students must earn a minimum of 24 credits for their high school diploma. The minimum requirements for the basic course of study are:

- English – 4 credits
- Math – 4 credits (may include pre-algebra, algebra 1 and geometry)
- Science – 3 credits
- Social studies – 4 credits
- Life skills and basic skills – The number of credits each student earns in life skills and basic skills depends on his or her individual needs. Students may earn up to 9 credits.
- Students may take certain high school courses at a local community college (e.g. auto mechanics or other technical course) provided they get prior approval from us and the college sends us a transcript showing the credit.

Note: Students who seek an associate's degree at Central Piedmont Community College or who wish to enroll in their college transfer program must take CPCC's placement tests. Depending on students' test performance, they will either be exempted from taking core curriculum courses in English, reading and math or CPCC will require them to take these courses and earn a grade of C or higher before they enroll in an associate's degree or college transfer program.

Course List

Core Courses

English

English 9

English 10

English 11

English 12

Math

Math Foundations

Life Skills Math

Consumer Math

Pre-Algebra

Algebra 1

Geometry

Science

General Science

Physical Science

Biology

Earth Science

Social Studies

World Geography

World History

United States History

Civics

Other Courses

Study Skills

Health

Foundations of Personal Fitness

Nutrition and Wellness

Cooking and Nutrition

Keyboarding

Succeeding in the World of Work

The Developing Child

Job Internship

Basic Skills (as needed)

Course Descriptions

English 9-12

The goal of English instruction is to train students to develop a strong command of the English language. They do this by developing skills in each of these areas:

- vocabulary
- grammar, phrasing and mechanics
- literature
- written expression

In vocabulary, students learn the meanings of common roots in the English language and the meanings of words containing these roots. They also learn the meanings of other high-level academic words, such as those found on the Scholastic Aptitude Test (SAT). Once they learn these words, they practice using them in their daily speech.

In grammar, phrasing and mechanics, students learn the parts of speech; word functions; rules for subject-verb, pronoun and adverb agreement; and rules for capitalization and punctuation. In literature, they learn about the different literary genres and their characteristics and read and analyze selected short stories, novels, plays, folklore, poems and nonfiction. In written expression, they practice writing in a variety of formats, such as summary essays, analytical essays and research reports.

Students develop English skills each year and in greater depth. They also focus on specific literary selections. For example, during one year they focus on American literature and during another they focus on English literature.

Math

Math Foundations (1 or more credits) – Students with delayed math skills work intensively on developing a solid foundation in basic math. This foundation includes understanding our number system and place value; memorizing basic math facts; learning computations, such as regrouping and subtracting and long division; counting money and making change; solving problems involving fractions, decimals and percents; learning geometric concepts and performing spatial operations; measuring; telling temperature and time; and learning about probability and statistics, such as reading line, bar and circle graphs and collecting and graphing data. Students also routinely practice applying these math skills as they solve word problems and complete other activities that illustrate how we use math in our daily lives.

Life Skills Math (1 credit) – Students learn to apply math skills to daily activities. These activities include reviewing frequently used math computations; measuring areas to determine how much material is needed, such as carpet; tracking bowling scores; calculating averages; playing card games; using recipes; and measuring fabric.

Consumer Math (1 credit) – Students use math skills to manage money. They learn about earning money, buying food and clothing, managing a household, buying and maintaining a car, preparing food, maintaining a home, traveling, budgeting, banking and investing, paying taxes and preparing for careers.

Pre-Algebra (1 credit) – Students learn about number properties, how to work with positive and negative integers, exponents and square roots, how to follow the order of operations, how to simplify algebraic expressions, how to solve one, two and three-step algebraic equations and how to graph ordered pairs.

Algebra 1 (1 credit) – Students work with expressions, equations, functions and rational numbers. They continue with analyzing and solving linear equations, inequalities, ratios, proportions, graphs, polynomials, factors, quadratic and exponential functions and rational and radical expressions and equations.

Geometry (1 credit) – Students learn about patterns, lines, planes, triangles, polygons, geometric reasoning, coordinates, parallel lines, conjectures about triangles, quadrilaterals, area, volume, transformations, similar polygons, right triangles, circles, spheres and coordinates for transformations.

Science

General Science (1 credit) – Students learn about science topics they will study in greater depth in the other courses. These topics include: the structure of matter; chemical reactions; energy and motion; work and machines; heat, sound and light; and electricity and magnetism.

Physical Science (1 credit) – Students learn about matter, its properties and structure and how it changes in reaction to others substances. They also learn about motion and energy, magnetism, heat, sound, light, electricity, work and machines.

Biology (1 credit) – Students first learn about the field of biology and how living things are organized and classified. Next, they learn about plants, animals and the human body. Then they explore the fields of genetics, ecology and evolution.

Earth Science (1 credit) – Students learn about the structure and composition of the earth, the forces that change its surface, atmosphere and weather, oceans, space and the earth's history.

Social Studies

World Geography (1 credit) – Students first study the features of the earth and its climate. They learn to read different kinds of maps, globes, charts and diagrams and the five themes for looking at the world: location, place, human environment and interaction, movement and region. They use this foundational knowledge as they study North and South America, Latin America, Europe, Africa, Asia, Australia and Antarctica.

World History (1 credit) – Students begin their study of world history by studying the ancient civilizations. They continue with an exploration of the early Greek and Roman empires, and the rise of towns, cities and nations in Europe and North America. Students learn about the major events and movements that shaped current life. They include the Reformation, exploration, scientific discoveries and disciplines, colonial expansion, immigration, the Industrial Revolution and the major wars.

United States History (1 credit) – Students learn about the Native Americans who first settled this land, the European explorers and how the United States expanded into what it is today. They also learn about the country's major wars, movements and periods.

Civics (1 credit) – Students learn about the foundation of American government; citizens' rights; political behavior; government branches and departments, both national and local; and other political systems around the world, such as socialism and communism.

Other Courses

Study Skills (up to ½ credit per semester) – Study skills is taught concurrently with all other subjects, such as physical science, English and math. Students learn strategies for organizing their school materials, managing their time and studying effectively for each course and assignment type. Part of each course grade includes how well students use the prescribed organizational, study and time management skills.

Health (1 credit) – Students learn about personality; emotional health and problems; stress management; nutrition and weight control; fitness; the body; drugs and medicine; how the consumption of drugs, alcohol and tobacco affect one's health; infectious, sexually transmitted and life style diseases; marriage; family; parenting; aging; dying; accident prevention; emergency measures; how the environment affects one's health; and the health care system.

Foundations of Personal Fitness (½ credit) – Students learn about the importance of being physically fit; making physical activity safe; developing cardiovascular fitness, flexibility and strength; the body’s composition; and nutrition. Students also design and follow a personal exercise program.

Nutrition and Wellness (1 credit) – Students learn about food and its many sources; how the body gets and uses nutrients; how to choose foods for their nutritional value; how to shop for and prepare food; tips on eating out; and exercising. Students also learn about each of the different food groups and how they contribute to overall nutrition.

Cooking and Nutrition (½ credit) – Students learn basic cooking skills as they prepare breakfast, lunch and dinner dishes. As they prepare these dishes, they learn about their nutritional contents. Students also develop a balanced nutritional plan and maintain a food diary in which they chart the foods they eat.

Keyboarding (½ credit) – Students learn proper typing techniques, build speed and accuracy as they type and apply their typing skills to formatting letters, reports and other kinds of communications.

Succeeding in the World of Work (1 credit) – Students explore their personal interests; develop a career plan; and learn about applying and interviewing for jobs, workplace ethics, legal matters, technology, banking and credit, insurance and taxes, and social security.

The Developing Child (1 credit) – Students learn the stages of child development, family structure, effective parenting skills, pregnancy, prenatal development, childbirth, and the physical, emotional, social and intellectual development of children from birth through age six. Students also learn how to care for children and explore health and safety issues.

Job Internship (½ credit) – Students may earn a half credit for working outside of school. To receive credit, students must work at least 200 hours for the same employer, complete this work within one year and earn an average weekly performance grade of satisfactory or better from their employer. (The student’s teacher arranges for the employer to send him or her weekly performance reports.)

Basic Skills (1 or more credits) – Students who are weak in any of the basic language, reading, written expression and math skills receive intensive remedial work in those areas. The projected time each student spends on this type of work and the number of credits he or she earns varies depending on the student’s needs. The staff will discuss the requirements for each student during the admissions process and during ongoing parent-teacher conferences. For a general description of these remedial skills, refer to the middle school catalog.