

PLANNED COURSE STATEMENT

Course Title: Summer Academy	Grade Level(s): 9 & 10
Length of Course: Semester	Credit Area: Elective
Prerequisite: None	Amount of Credit: 0.5
Adopted/Supplemental Materials:	
Dual Credit Articulation:	

COURSE DESCRIPTION: This course is designed to prepare incoming freshmen for the transition to high school. Students will make connections and build relationships with staff, mentor students and classmates as they learn about and develop skills that will assist them in having a successful high school experience and graduating. Through this course students will be better prepared for the increased rigor, expectations and personal responsibility that is evident in high school.

COURSE GOALS:

Students will:

1. Build relationships and make connections to the high school they will be attending in the fall.
2. Identify their learning style and multiple intelligences they possess.
3. Develop strategies that can increase their study habits and academic success.
4. Set short and long term goals regarding their high school experience.
5. Project based learning with a focus on local, real world issues
6. Reading & writing techniques
7. Mathematics skills and strategies

ASSESSMENT STRATEGIES: Daily exit tickets or reflections, completion of Edgenuity Academic Success course, projects and class participation.

ACCOMMODATIONS AND MODIFICATIONS: Any student who feels the course is moving too slowly and demonstrates mastery of the subject matter by consistently exceeding expectation for regular assignments is encouraged to meet with the teacher for more rigorous assignments. More rigorous work will include alternate assignments, NOT ADDED ASSIGNMENTS, will be offered and graded using the same standards for any work completed by any other student in the class. Conversely, a student with an IEP who needs more time to complete the work may have assignments modified to meet his/her needs.

CAREER RELATED LEARNING STANDARDS: Students will demonstrate appropriate workplace behaviors (e.g. maintain regular attendance and be on time), apply decision making and problem solving techniques, demonstrate effective teamwork, apply the principles of effective communication to give and receive information, acquire, use and transfer information, assess characteristics related to personal and educational goals, demonstrate academic knowledge and technical skills required for success employment. The following standards will be developed in this course: Communications, problem solving, personal management, & teamwork.



Three Rivers School District
PLANNED COURSE STATEMENT

Course Title: Link Crew Mentor	Grade Level(s): 10, 11 & 12
Length of Course: Semester	Credit Area: Elective
Prerequisite: Application and chosen as a Link Leader	Amount of Credit: 0.5
Adopted/Supplemental Materials:	
Dual Credit Articulation:	

COURSE DESCRIPTION: This course is designed to prepare Link Crew Mentors to assist with freshman high school transition. This program is built using the Boomerang Project Link Crew program. This is a year long program where Mentors will be helping plan and execute Summer Academy and social, academic and mentor initiated experiences throughout the school year. Mentors will work in groups of two and be assigned approximately 10 freshmen. Mentors will receive training and attend planning meetings throughout the year with a focus on connections, relationships, team building and leadership skills.

COURSE GOALS:

Students will:

1. Build relationships and make connections to other Link Crew Mentors, incoming freshmen and specifically, their assigned Link Crew.
2. Develop leadership and mentoring skills.
3. Create, teach and implement Link Crew lessons and activities.
4. Assist in creating a positive school environment through communication, student positive examples and outstanding leadership qualities.

ASSESSMENT STRATEGIES: Assignments, projects activity development, presentations, course participation.

ACCOMMODATIONS AND MODIFICATIONS: Any student who feels the course is moving too slowly and demonstrates mastery of the subject matter by consistently exceeding expectation for regular assignments is encouraged to meet with the teacher for more rigorous assignments. More rigorous work will include alternate assignments, NOT ADDED ASSIGNMENTS, will be offered and graded using the same standards for any work completed by any other student in the class. Conversely, a student with an IEP who needs more time to complete the work may have assignments modified to meet his/her needs.

CAREER RELATED LEARNING STANDARDS: Students will demonstrate appropriate workplace behaviors (e.g. maintain regular attendance and be on time), apply decision making and problem solving techniques, demonstrate effective teamwork, apply the principles of effective communication to give and receive information, acquire, use and transfer information, assess characteristics related to personal and educational goals, demonstrate academic knowledge and technical skills required for success employment. The following standards will be developed in this course: Communications, problem solving, personal management, employment foundations & teamwork.



Three Rivers School District
PLANNED COURSE STATEMENT

Course Title: Civics	Grade Level(s) 9-10
Length of Course: Semester	Credit Area: Elective (required civics credit in 22/23)
Prerequisite: none	Amount of Credit: .5
Adopted/Supplemental Materials: Civics curriculum	
Dual Credit Articulation: NA	

COURSE DESCRIPTION: Civics is a required course for graduation. The focus of this course is to prepare students to participate in exercising their political responsibilities as thoughtful and informed citizens. Civics provides a basis for understanding the rights and responsibilities for being an American citizen and a framework for competent and responsible participation. Emphasis is placed on the historical development of government and political systems, and the importance of the rule of law; the United States Constitution; Federal, State and local government structure; and the rights and responsibilities of citizenship. Students will actively investigate local, state and national issues, read and participate in discussions, and develop informed arguments using a variety of writing forms and collaborative activities.

COURSE GOALS: Prepare students to participate in exercising their civic responsibilities as thoughtful and informed citizens.

Students will:

- Examine the purpose, forms, and limitations on government.
- Learn how our Constitution was created and its key characteristics
- Learn about the structure, function, and powers of the three branches of government
- Be introduced to the electoral processes of the American political system both state and federal.
- Learn what it means to be a U.S. citizen and how citizenship is obtained as well as comparing and contrasting personal and political rights with social responsibilities and personal duties.
- Learn how the media and interest groups influence government

ASSESSMENT STRATEGIES:

- Daily instructor evaluation using a variety of assessment modes.
- Formalized tests and projects.
- Student participation

ACCOMMODATIONS AND MODIFICATIONS:

- TAG and IEP students rate and level of learning can be accommodated through acceleration or modification of curriculum in order to meet the needs of the student.

CAREER RELATED LEARNING STANDARDS:.

- Understanding civic responsibilities and duties
- Meet with local commissioners/government entities

Three Rivers School District
PLANNED COURSE STATEMENT

Course Title: Conceptual Physics	Grade Level(s) 9
Length of Course: Semester	Credit Area: Science
Prerequisite: none	Amount of Credit: .5
Adopted/Supplemental Materials: Lab-based aligned with NGSS	
Dual Credit Articulation: NA	

COURSE DESCRIPTION: Conceptual Physics is an inquiry-based science course focused on physical principles. Students will use hands-on lab techniques in order to investigate science phenomena covering topics such as matter, motion, energy, and waves. The alignment with the Next Generation Science Standards (NGSS) allows students to authentically engage in perplexing, real-world examples of physics.

COURSE GOALS: Prepare students to engage in scientific inquiry using science core ideas, crosscutting concepts, and science and engineering practices.

Students will:

- Plan and carry out investigations
- Develop and use scientific models
- Use math and computational thinking
- Construct explanations
- Analyze and interpret data
- Ask scientific questions
- Engage in scientific argumentation
- Obtain, evaluate, and communicate information

ASSESSMENT STRATEGIES:

- Daily instructor evaluation using a variety of assessment modes.
- Formalized tests and projects.
- Student participation

ACCOMMODATIONS AND MODIFICATIONS:

- TAG and IEP students rate and level of learning can be accommodated through acceleration or modification of curriculum in order to meet the needs of the student.

RELATED LEARNING STANDARDS:

- Conceptual Physics will cover the NGSS standards. These standards incorporate a 3-dimensional design that requires students to interact with and use core ideas, crosscutting concepts, and science and engineering practices.