CRIA

COSTA RICA INTERNATIONAL ACADEMY

THINK • ASPIRE • ACHIEVE

Secondary School
2025–2026
Program of Studies

Introduction

The Program of Studies booklet is intended to provide valuable information to allow students and parents to make selections that will best prepare for future success. It has been designed to explain the rich variety of challenging and rigorous choices available.

Mission

Costa Rica International Academy, a U.S. accredited college preparatory school serving an international community, inspires a passion for learning and provides children with the skills, values, and courage to become responsible leaders in their communities and the world.

Vision

We aspire to be a world-class international school with a culture of high expectations, high performance and accountability.

High School Graduation Requirements

Minimum Credits Required for Graduation		
English	4	English 9, English 10 or AP English 10 Seminar, American Literature, or British Literature AP English
Social Science	3	Early World History, Modern World History, Contemporary World Issues, AP Economics, AP Gov & Politics, AP Human Geography, Personal Finance (required course in Gd 11)
Mathematics	3*	Algebra I, Geometry, Algebra II, Pre-Calculus, AP Precalculus, AP Calculus AB, AP Statistics
Science	3	Biology, Chemistry, Physics are required courses, Ocean Science, AP Physics 1, or other science courses (two courses must include lab)
Languages	3	Spanish: Spanish I – IV, AP Spanish Language & Culture, or other foreign language courses; Spanish is required in Gds 9-11; Grade 11 students must take 0.5 credits of FARO
Fine Arts	1	Art, Music
Physical Education / Health	1	Physical Education 9-12
Core Electives	6	Elective credits may be chosen from previously listed courses, enrichment electives, and online providers
TOTAL	24	*CRIA accepts 7 credits from Gd. 9 and 6 from Gr 10- 11 for students transferring from other schools.*

Service Learning Implementation

Students must serve a minimum number of hours of community service as a requirement of graduation from Costa Rica International Academy. A minimum of 10 hours is required per year. The end-of-year CRIA Report Card and Transcript will reflect the successful or unsuccessful completion of required community service hours.

Please see the Community Service Policy for more details.

High School Credit Earned in Middle School

A student is eligible to earn a high school math credit if Algebra 1 is taken in 8th grade. CRIA does not offer any other high school courses in middle school and will accept only 1 HS math credit earned in 8th grade.

Advanced Placement Courses

AP courses are demanding, and challenging courses intended for students who demonstrate potential for college level work. Prerequisites are required for most AP courses, which can be found in the course description. Many universities and colleges grant advanced standing and/or college credit on the basis of how well a student performs on the AP exam.

MEP Tests

All CRIA students in 6th and 11th grades will be required to sit for these exams from MEP near the end of the school year.

** Several colleges and universities require 4 years of mathematics. Please visit the university website for clarification.*

English Language Arts

English Graduation Requirements – 4 credits

- English 9
- English 10 or AP Seminar English 10
- English 11 (or an AP English)
- English 12 (or an AP English)

Essential to any society are its language and literature. They define and connect us as people, enabling us to preserve traditions, consider different perspectives, create and maintain community, and envision the future. Strong literacy skills in reading, writing, listening, and speaking are critical to career and college success and interpersonal relationships. The English program of studies cultivates each of our student's proficiency and appreciation of language and literature. The chosen texts reflect a variety of genres, cultures, and periods. Texts are selected based on complexity and literary merit.

Through their experiences in the English classroom, students develop their voices, refine the knowledge and skills necessary for achieving high standards, participate in a community of learners, and expand the scope of their lives.

CRIA's English Course Pathway

	6th	7th	8th	9th	10th	11th	12th
Pathway	Grade 6	Grade 7	Grade 8	World Lit	World Lit or AP English 10 Seminar	American Literature AP English Literature & Comp.	British Literature AP English Literature & Comp.

ENGLISH 6

Prerequisite: English 5

CONTENT

In sixth grade, students continue to build upon skills previously taught in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify elements of narrative structure including identifying theme and analyzing figurative language. In sixth grade, there is an increased emphasis on nonfiction reading by creating objective summaries and drawing inferences using textual evidence. The student will begin the study of word origins and continue vocabulary development. The student will also plan, draft, revise, and edit writing in a variety of forms with an emphasis on narrative and reflective writing. Students will continue to deliver multimodal presentations individually and in collaborative groups. Students will also interpret information presented in diverse media formats. The student will find, evaluate, and select appropriate resources for a research product and cite both primary and secondary sources. As in earlier grades, the meaning and consequences of plagiarism will be stressed.

ENGLISH 7

Prerequisite: English 6

CONTENT

In seventh grade, students continue to build upon skills previously taught in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify elements of a variety of genres while focusing on an author's style. In seventh grade, there is an increased emphasis on nonfiction reading, and students will identify the source, point-of-view, and purpose of texts. The student will continue the study of word origins and roots and begin identifying connotations. The student will also plan, draft, revise, and edit writing in a variety of forms with an emphasis on expository and persuasive writing. Students will write to develop and modify a central idea, tone, and voice to fit the audience and purpose. Students will continue to deliver multimodal presentations individually and in collaborative groups. Students will also interpret information presented in diverse media formats. Students share responsibility for collaborative work, as both a contributor and a facilitator, while working for consensus to accomplish goals. The student will apply research techniques to quote, summarize, and paraphrase research findings while properly citing sources. As in earlier grades, the meaning and consequences of plagiarism will be stressed.

ENGLISH 8

Prerequisite: English 7

CONTENT

In eighth grade, students continue to build upon skills previously learned in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will explain the development of theme(s) and compare/contrast authors' styles. In eighth grade, there will be an increased emphasis on nonfiction reading, and students will analyze authors' qualifications, point-of-view, and style. The student will continue the study of word origins, roots, connotations, and denotations. The student will also plan, draft, revise, and edit while writing in a variety of forms with an emphasis on expository and persuasive writing. Students will compose a thesis statement and defend a position with reasons and evidence. Students will evaluate, analyze, develop, and produce media messages. Students will create multimodal presentations that include different points-of-view, and collaborate with others to exchange ideas, make decisions, and solve problems. The student will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions and possible bias. Students will also cite primary and secondary sources using the MLA style. As in earlier grades, the meaning and consequences of plagiarism will be stressed.

ENGLISH 9: World Literature 1.0 Credit

Prerequisite: English 8

CONTENT

In ninth grade, students continue to build upon skills previously learned in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will apply knowledge of literary terms and analyze a variety of genres. In ninth grade there will be an increased emphasis on nonfiction reading, and students will make inferences and draw conclusions using explicit and implied textual evidence. The student will continue to expand vocabulary using the structural analysis of roots and affixes to understand complex words. The student will also plan, draft, revise, and edit while writing in a variety of forms with an emphasis on analysis and persuasion while defending a position using counterclaims, reasons and evidence from credible sources. Students will analyze and interpret the social, commercial, and/or political motives behind media messages. Students will use multimodal tools to create presentations both independently and in small groups. The student will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions, and possible bias citing both quoted and paraphrased information using the MLA style. Students will continue to work in collaborative groups assisting with setting rules and working toward consensus.

ENGLISH 10: World Literature — 1.0 Credit

Prerequisite: English 9

CONTENT

In tenth grade, students continue to build upon skills learned in earlier grades. There is a sustained emphasis on reading comprehension by comparing fiction and nonfiction texts. Students will analyze the cultural and social function and universal themes of fictional texts from different cultures. Tenth grade students will analyze and synthesize information from nonfiction texts to solve problems, answer questions, and generate new knowledge. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. The student will continue to use the writing process to write/compose with an emphasis on persuasion and analysis while showing relationships among claims, reasons, and evidence from reliable sources. The student will create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students will continue to use multimodal tools to create presentations both independently and in small groups. The student will continue to build research skills presenting information gathered from diverse sources, identifying misconceptions and possible bias while crediting sources using MLA style. The tenth-grade student will continue to become a skilled communicator, working both independently and in collaborative groups while presenting alternate views and working toward common goals.

AP SEMINAR: ENGLISH 10 — 1.0 Credit

Prerequisite: English 9; 85% of higher in English 9, recommendation from teacher, PSAT score

CONTENT

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary and philosophical texts; listening to and viewing speeches, broadcasts and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspective in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments.

AP Seminar is the first required course for the AP Capstone Diploma (score of 3 required on the AP exam in May to be eligible).

You can learn more about the AP Seminar course description here: https://apcentral.collegeboard.org/courses/ap-seminar

ENGLISH 11: American Literature 1.0 Credit

Prerequisite: English 10

CONTENT

In eleventh grade, there is a sustained emphasis on reading comprehension of fiction and nonfiction texts. Students will conduct comparative analyses of multiple texts that address the same topic to determine how authors reach similar or different conclusions. The students will examine and analyze fiction texts by American authors describing the contributions of other cultures and identifying prevalent themes and characterizations, which are reflective of American history and culture. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. The grade-eleven student will continue to use the writing process to write/compose with an emphasis on persuasion/argumentation for multiple purposes and audiences to create focused, organized, and coherent writing. The student will create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students will create persuasive multimodal presentations that address alternative perspectives. The student will produce a research product synthesizing information from primary and secondary sources while maintaining ethical and legal guidelines for gathering and using information. The eleventh-grade student continues to build communication skills working both independently and in collaborative groups. Students will continue to demonstrate the ability to work within collaborative groups while presenting alternate views and working toward common goals.

ENGLISH 12: British Literature 1.0 Credit

Prerequisite: English 11

CONTENT

In twelfth grade, there is a sustained emphasis on reading comprehension of fiction and nonfiction texts. Students will review multiple texts to identify and evaluate resources to make decisions and solve problems. The students will examine and analyze fiction texts by British authors evaluating how authors use key elements to contribute to meaning and interpreting how themes are connected across texts. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. The grade-twelve student will continue to use the writing process to write/compose with an emphasis on persuasion/argumentation for multiple purposes and audiences to create focused, organized, and coherent writing. Students will write to a standard acceptable to both the workplace and to postsecondary education. The student will create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students will create persuasive/argumentative multimodal presentations both independently and in collaborative groups. The student will produce a research product synthesizing information from primary and secondary sources while maintaining ethical and legal guidelines for gathering and using information. Students will continue to demonstrate the ability to work within diverse teams and collaborative groups working toward common goals.

Adv. Placement ENGLISH LITERATURE & COMP: 1.0 Credit

Prerequisite: Prerequisite: English 88% in English 10 or 11; PSAT score; teacher recommendation

CONTENT

The AP English Literature and Composition course focuses on reading, analyzing and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical and argumentative essays that require students to analyze and interpret literary work.

College Course Equivalent

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course.

You can read more about the course description here: https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition

The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.

Social Sciences

Social Science Graduation Requirements – 3 credits

At Costa Rica International Academy, our Social Studies curriculum is designed to encourage critical thinking, cultural awareness, and civic responsibility in our students, providing them with skills to become leaders in a global setting. Resources are dynamic and interactive, reflecting various perspectives to develop the skills necessary to understand and address contemporary issues. Materials are relevant and effective, challenging learners to interact with their learning through practical, real-world activities.

As an international college preparatory academy, we aim to cultivate a global perspective. We encourage students to explore diverse cultures and worldviews while understanding their role in an interconnected world. Our Social Studies approach emphasizes exploring history, geography, economics, and political science as dynamic fields that promote compassion and empower students to become informed and active citizens.

CRIA's Social Science Course Pathway

	6th	7th	8th	9th	10th	11th	12th
Pathway	Ancient World History	World Geography and Cultures	Early U.S. History	Early World History	Modern World History	AP Macro Economics Contemporary World Issues AP Comparative Government & Politics AP Human Geography	

ANCIENT CIVILIZATIONS HISTORY 6

Prerequisite: Grade 5 Humanities

CONTENT

The focus for sixth grade social studies is to expand students' understanding of history through the study of people and events in ancient times before the era of European exploration and settlement. Students will explore the ancient civilizations of Mesopotamia, Egypt, India, China, Greece, and Rome. This study focuses not only on the significance of geography in the development of the human story but also on the everyday lives, problems, and accomplishments of the people and their roles in developing social, economic, and political structures of the major civilizations.

WORLD GEOGRAPHY & CULTURES 7

Prerequisite: Grade 6 Humanities

CONTENT

The focus of this course is the study of the world's peoples, places, and environments, with an emphasis on world regions. The knowledge, skills, and perspectives of the course are centered on the world's peoples and their cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions.

Geographic skills provide the necessary tools and technologies for thinking geographically. These skills help people make important decisions in their daily lives, such as how to get to work and where to shop, vacation, or go to school. All of these decisions involve the ability to acquire, arrange, and use geographic information. Maps, as well as graphs, sketches, diagrams, photographs, and satellite-produced images, are essential tools of geography.

EARLY U.S. HISTORY 8

Prerequisite: Grade 7 Humanities

CONTENT

Students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

EARLY WORLD HISTORY 1.0 Credit

Prerequisite: Grade 8 Humanities

CONTENT

These standards will enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 a.d. (c.e.) in terms of the impact on Western civilization.

The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

MODERN WORLD HISTORY 1.0 Credit

Prerequisite: Grade 9 Humanities

CONTENT

These standards enable students to examine history and geography from 1500 A.D. (C.E.) to the present, with emphasis on development of the modern world. Geographic influences on history will continue to be explored, but increasing attention will be given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues.

CONTEMPORARY WORLD ISSUES 1.0 Credit

Prerequisite: Grade 10 Humanities

CONTENT

The Contemporary World Issues course challenges students to examine how world problems and contemporary issues are defined and managed. Students analyze systems of government, economies, peoples, and cultures worldwide. The course will cover but not be limited to media literacy, war, terrorism, global economics, world religions, global politics & government systems, science & technology, the environment, natural disasters, health, United Nations activity, leaders, and change-makers.

CWI requires students to apply critical thinking, research, and data interpretation skills to define, examine, and explain current events and potential solutions.

AP MACROECONOMICS 1.0 Credit

Prerequisite: 85% or higher is previous Social Science course

CONTENT

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

This college-level course will be very helpful for any student interested in studying business in the future.

You can learn more about the course and exam here:
https://apcentral.collegeboard.org/courses/ap-macroeconomics/course?course=ap-macroeconomics

AP COMPARATIVE GOVERNMENT & POLITICS 1.0 Credit

Prerequisite: 85% or higher is previous Social Science course

CONTENT

AP Government and Politics introduces students to the rich diversity of political life outside of the United States. The course uses and comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, United Kingdom and Russia. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

You can learn more about the course and exam here:

https://apcentral.collegeboard.org/courses/ap-comparative-government-and-politics

AP HUMAN GEOGRAPHY 1.0 Credit

Prerequisite: Grade 10 Humanities with 85% final grade

CONTENT

AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from world regions, with an emphasis on understanding the world in which we live today. Historical information enriches the analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction.

The goal for the course is for students to become more geo-literate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. They will develop skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Students will see geography as a discipline relevant to the world in which they live, as a source of ideas for identifying, clarifying, and solving problems at various scales, and as a key component of building global citizenship and environmental stewardship

College Course Equivalent

AP Human Geography is equivalent to a one-semester introductory college course in human geography.

You can learn more about the course and exam here: https://apcentral.collegeboard.org/courses/ap-human-geography

Mathematics

Mathematics Graduation Requirements – 3 credits

After completing the required courses of Algebra I, Geometry, and Algebra II, students may choose from a set of rigorous courses such as Pre-Calculus, Advanced Placement Pre-Calculus, Advanced Placement Calculus AB (Pre-Calculus is a pre-requisite for Calculus) and AP Statistics. The advanced courses offered at CRIA vary from year to year based on student demand. The selection of the appropriate mathematics course for each student should be based on individual needs and educational goals.
To move from Grade 7 math to the Advanced Pathway (Algebra 1), students must have achieved an overall average of 90% in Math 7 and consideration from the Grade 7 teacher's recommendation, as well as support of MAP math scores.

CRIA's Math Course Pathways

	6th	7th	8th	9th	10th	11th	12th
Standard Pathway	Grade 6	Grade 7	Pre-Algebra	Algebra I	Geometry	Algebra II	*Pre-Calculus or AP Pre-Calculus
Advanced Pathway	Grade 6	Pre-Algebra	Algebra I Honors	Geometry Honors	Algebra II Honors	*Pre-Calculus & AP Pre-Calculus	AP Calculus AB AP Statistics

***Required for most universities and colleges**

MATH 6

Prerequisite: *Math 5*

CONTENT

The sixth-grade standards provide a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra. The standards include a focus on rational numbers and operations involving rational numbers. Students will use ratios to compare data sets; recognize decimals, fractions, and percent as ratios; solve single-step and multistep problems, using positive rational numbers; and gain a foundation in the understanding of and operations with integers. Students will solve problems involving area and perimeter, and begin to graph in a coordinate plane. In addition, students will build on the concept of graphical representation of data developed in the elementary grades and develop concepts regarding measures of center. Students will solve linear equations and inequalities in one variable, and use algebraic terminology. Students will represent proportional relationships using two variables as a precursor to the development of the concept of linear functions.

The use of appropriate technology and the interpretation of the results from applying technology tools must be an integral part of teaching, learning, and assessment. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies to facilitate problem solving. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative and algebraic concepts or for proficiency in basic computations.

The acquisition of specialized mathematical vocabulary and language is crucial to a student's understanding and appreciation of the subject and fosters confidence in mathematics communication and problem solving.
Problem solving is integrated throughout the content strands. The development of problem-solving skills is a major goal of the mathematics program at every grade level. The development of skills and problem-solving strategies must be integrated early and continuously into each student's mathematics education.

MATH 7

Prerequisite: Math 6

CONTENT

The seventh-grade standards continue to emphasize the foundations of algebra. The standards address the concept of and operations with rational numbers by continuing their study from grade six. Students will build on the concept of ratios to solve problems involving proportional reasoning. Students will solve problems involving volume and surface area and focus on the relationships among the properties of quadrilaterals. Probability is investigated through comparing experimental results to theoretical expectations. Students continue to develop their understanding of solving linear equations and inequalities in one variable by applying the properties of real numbers. Students discern between proportional and non-proportional relationships and begin to develop a concept of slope as rate of change.

The use of appropriate technology and the interpretation of the results from applying technology tools must be an integral part of teaching, learning, and assessment. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies to facilitate problem solving. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative and algebraic concepts or for proficiency in basic computations.

The acquisition of specialized mathematical vocabulary and language is crucial to a student's understanding and appreciation of the subject and fosters confidence in mathematics communication and problem solving.
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PRE-ALGEBRA 7

Prerequisite: Math 6 (grade of 90% or above), recommendation of teacher & Math MAP score; transfer students must take a placement test

CONTENT

The standards continue to build on the concepts needed for success in high school level algebra, geometry, and statistics. Students will explore real numbers and the subsets of the real number system. Proportional reasoning is expounded upon as students solve a variety of problems. Students find the volume and surface area of more complex three-dimensional figures and apply transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in geometry. Students will represent data, both univariate and bivariate data, and make predictions by observing data patterns. Students build upon the algebraic concepts developed in the standards for grades six and seven mathematics, which include simplifying algebraic expressions, solving multistep equations and inequalities, and graphing linear functions. The grade eight standards are vital to providing a solid foundation in Algebra I for students in middle school mathematics.

The use of appropriate technology and the interpretation of the results from applying technology tools must be an integral part of teaching, learning, and assessment. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies to facilitate problem solving. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative and algebraic concepts or for proficiency in basic computations.

The acquisition of specialized mathematical vocabulary and language is crucial to a student's understanding and appreciation of the subject and fosters confidence in mathematics communication and problem solving.
Problem solving is integrated throughout the content strands. The development of problem-solving skills is a major goal of the mathematics program at every grade level. The development of skills and problem-solving strategies must be integrated early and continuously into each student's mathematics education.

Pre-Algebra 8

Prerequisite: Math 7

CONTENT

The standards continue to build on the concepts needed for success in high school level algebra, geometry, and statistics. Students will explore real numbers and the subsets of the real number system. Proportional reasoning is expounded upon as students solve a variety of problems. Students find the volume and surface area of more complex three-dimensional figures and apply transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in geometry. Students will represent data, both univariate and bivariate data, and make predictions by observing data patterns. Students build upon the algebraic concepts developed in the standards for grades six and seven mathematics, which include simplifying algebraic expressions, solving multistep equations and inequalities, and graphing linear functions. The grade eight standards are vital to providing a solid foundation in Algebra I for students in middle school mathematics.

The use of appropriate technology and the interpretation of the results from applying technology tools must be an integral part of teaching, learning, and assessment. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies to facilitate problem solving. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative and algebraic concepts or for proficiency in basic computations.

The acquisition of specialized mathematical vocabulary and language is crucial to a student's understanding and appreciation of the subject and fosters confidence in mathematics communication and problem solving.
Problem solving is integrated throughout the content strands. The development of problem-solving skills is a major goal of the mathematics program at every grade level. The development of skills and problem-solving strategies must be integrated early and continuously into each student's mathematics education.

ALGEBRA I 1.0 Credit

Prerequisite: Math 7 (grade of 90% or above, teacher recommendation & Math MAP score) or Math 8; transfer students must take a placement test

CONTENT

The successful mastery of Algebra I is widely considered to be the gatekeeper to success in the study of upper-level mathematics. The study of algebraic thinking begins in kindergarten and is progressively formalized prior to the study of the algebraic content found in the Algebra I Standards of Learning. Included in the progression of algebraic content is patterning, generalization of arithmetic concepts, proportional reasoning, and representing mathematical relationships using tables, symbols, and graphs. All students are expected to achieve the Algebra I standards. The study of Algebra I assists students in generalizing patterns or modeling relevant, practical situations with algebraic models. In order to assist students in developing meaning and connecting algebraic concepts to geometry and statistics, consideration should be given to the sequential development of concepts and skills by using concrete materials to assist students in making the transition from the numeric to the symbolic. Connections between Algebra I and other subject areas through practical applications may assist in helping students attach meaning to the abstract concepts of algebra.

These standards require students to use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions. These standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Transformational graphing builds a strong connection between algebraic and graphic representations of functions. Graphing utilities (calculators, computers, and other technology tools) will be used to assist in teaching and learning. Graphing utilities facilitate visualizing, analyzing, and understanding algebraic and statistical behaviors and provide a powerful tool for solving and verifying solutions.

GEOMETRY 1.0 Credit

Prerequisite: Algebra I

CONTENT

This course is designed for students who have successfully completed the standards for Algebra I. All students are expected to achieve the Geometry standards. The course includes an emphasis on developing reasoning skills through the exploration of geometric relationships including properties of geometric figures, trigonometric relationships, and mathematical proofs. In this course, deductive reasoning and logic are used in direct proofs. Direct proofs are presented in different formats (typically two-column or paragraph) and employ definitions, postulates, theorems, and algebraic justifications including coordinate methods.

This set of standards includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques, including algebraic skills, should be used to implement these standards. Graphing utilities (calculators, computers, and other technology tools) and dynamic geometry applications will be used to assist in teaching and learning.

ALGEBRA II 1.0 Credit

Prerequisite: Algebra I & Geometry

CONTENT

Students enrolled in Algebra II are assumed to have mastered those concepts outlined in the Algebra I standards. A thorough treatment of advanced algebraic concepts will be provided through the study of functions, equations, inequalities, systems of equations, polynomials, rational and radical equations, complex numbers, and sequences and series. Emphasis will be placed on practical applications and modeling throughout the course of study. Oral and written communication concerning the language of algebra, logic of procedures, and interpretation of results should also permeate the course.

These standards include a transformational approach to graphing functions. Transformational graphing uses translation, reflection, dilation, and rotation to generate a "family of functions" from a given "parent" function and builds a strong connection between algebraic and graphic representations of functions. Students will vary the coefficients and constants of an equation, observe the changes in the graph of the equation, and make generalizations that can be applied to many graphs.

Graphing utilities (calculators, computers, and other technology tools) will be used to assist in teaching and learning. Graphing utilities facilitate visualizing, analyzing, and understanding algebraic and statistical behaviors and provide a powerful tool for solving and verifying solutions.

Pre-Calculus 1.0 Credit

Prerequisite: Algebra 2

CONTENT

With an emphasis on function families and their representations, Precalculus is a thoughtful introduction to advanced studies leading to calculus. The course briefly reviews linear equations, inequalities, and systems and moves purposefully into the study of functions. Students then discover the nature of graphs and deepen their understanding of polynomial, rational, exponential, and logarithmic functions. Scaffolding rigorous content with clear instruction, the course leads students through an advanced study of trigonometric functions, matrices, and vectors. The course concludes with a short study of probability and statistics.

Successful completion of Pre-Calculus allows students to take more advanced calculus courses.

AP Pre-Calculus 1.0 Credit

Prerequisite: Algebra 2 (grade of 90% or above & PSAT test support)

CONTENT

AP Precalculus is designed to be the equivalent of a first semester college precalculus course. AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices. Throughout the course, the mathematical practices of procedural and symbolic fluency, multiple representations, and communication and reasoning are developed. Students experience the concepts and skills related to each function type through the lenses of modeling and covariation and engage each function type through their graphical, numerical, analytical, and verbal representations.

You can learn more about the course here:
https://apcentral.collegeboard.org/media/pdf/ap-precalculus-course-and-exam-description.pdf

AP STATISTICS 1.0 Credit

Prerequisite: Algebra 2 (grade of 85% or above and PSAT exam supporting score)

CONTENT

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.

It is equivalent to first-year statistics courses offered by many colleges, therefore this course will be rigorous and collegiate in its presentation. Topics meet requirements set by the College Board.

You can learn more about the course here:
https://apcentral.collegeboard.org/pdf/ap-statistics-course-overview.pdf?course=ap-statistics

AP CALCULUS AB 1.0 Credit

Prerequisite: Pre-calculus (grade of 88% or above and PSAT exam supporting score)

CONTENT

This course is equivalent to a first-semester college calculus course devoted to topics in differential and integral calculus

Explore the concepts, methods, and applications of differential and integral calculus. You'll work to understand the theoretical basis and solve problems by applying your knowledge and skills.

You can learn more about the course here:
https://apstudents.collegeboard.org/courses/ap-calculus-ab

Science

Science Graduation Requirements – 3 credits

Scientific literacy has become a necessity. Everyone needs to use scientific information to make choices that arise in everyday life. In the workplace, jobs demand advanced skills, requiring people to learn, reason, think critically, make decisions, and solve problems. Understanding science and the processes of science contributes to students learning these skills in an essential way (National Research Council, 1996).

The sciences focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature and can predict potential consequences of actions but cannot be used to answer all questions.

Biology, Chemistry and Physics are required for graduation.

CRIA's Science Course Pathways

	6th	7th	8th	9th	10th	11th	12th
Pathway	Science 6	Science 7	Science 8	Biology	Chemistry	Physics or AP Physics 1 Ocean Science	AP Env. Science Ocean Science

SCIENCE 6

Prerequisite: Science 5

CONTENT

6th Grade Science is a year-long, inquiry-oriented, integrated science course. This course explores the relationship between the earth's natural processes of thermal energy, weather and geological process through to the behavior of light waves and cells. Students will develop conceptual understanding and skills related to biological, physical, chemical and earth science topics as outlined by the NGSS standards. The course will cover specific topics including: weather, climate, natural weather hazards, thermal energy, water cycling, geology, tectonic plates, light and waves. The course includes laboratory experiments and individual / group projects designed to reinforce course content.

SCIENCE 7

Prerequisite: Science 6

CONTENT

7th Grade Science is a year-long, inquiry-oriented, integrated science course. This course explores the relationships between natural processes and human activities that cause energy to flow and matter to cycle through Earth's systems. Students will develop conceptual understanding and skills related to life, physical, chemical and earth science topics as well as engineering outlined by the NGSS standards.
The course will cover specific topics including: Matter, Chemical Reactions, Metabolic Reactions, Ecosystems, and Biodiversity as well as human impacts upon the earth's environment. The course includes laboratory experiments and individual / group projects designed to reinforce course content.

SCIENCE 8

Prerequisite: Science 7

CONTENT

8th Grade Science is a year-long inquiry-oriented, integrated science course. This course explores the relationships between three major science components including Astronomy, Physics, and Biology. Students will develop conceptual understanding and skills related to life, physical, and earth-space science topics as well as engineering outlined by the NGSS standards. The specifics topics covered this year will include: space, solar system, forces, motion, light / sound waves, and the electromagnetic spectrum. The course includes laboratory experiments and individual / group projects designed to reinforce course content.

Middle School Science Fair

A science fair will be sponsored by the middle school science department. This will be an exciting event for all middle school students and parents culminating in a night of activities and project presentations. Students will be able to investigate the topic of their choice. This is an opportunity for students to apply the scientific method to conduct independent research. The results of each student's research are presented in a school wide science fair where the student's efforts are displayed and where students are interviewed to determine scientific merit.

BIOLOGY 1.0 Credit

Prerequisite: Science 8

CONTENT

This year-long high school biology course provides an exploration of life, living organisms, and the practical applications of biology and biochemistry. Students will delve into core biological concepts and contemporary discoveries, covering topics such as biochemistry, cell biology, genetics, evolution, taxonomy and ecology. Aligned with the Next Generation Science Standards, this course aims to foster deep content understanding and develop essential skills in communication, collaboration, inquiry, problem-solving, and critical thinking.

The course includes laboratory experiments and individual/ group projects designed to reinforce course content.

CHEMISTY 1.0 Credit

Prerequisite: Biology

CONTENT

Grade 10 chemistry is an introductory year-long course designed to give students a deep understanding of the fundamental concepts and practices of chemistry. We will cover the topics matter and its properties, atoms, elements, and compounds, chemical reactions, thermochemistry, solution chemistry and nuclear chemistry. Through hands-on laboratory experiments and collaborative projects, students will develop essential skills in observation, data analysis, and scientific communication. This course fosters a deep appreciation for the chemical nature of everyday phenomena and encourages students to apply their knowledge to address real-world challenges.

Laboratory experiments and individual/ group projects included in the course are designed to reinforce course content.

PHYSICS 1.0 Credit

Prerequisite: Biology & Chemistry

CONTENT

The high school performance expectations in Physics build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena central not only to the physical sciences, but to life and earth and space sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. In the physical science performance expectations, there is a focus on several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation.

AP PHYSICS 1 1.0 Credit

Prerequisite: Algebra 2 (grade of 85% or above & PSAT supporting score in math)

CONTENT

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.

Laboratory experience must be part of the education of AP Physics students and should be included in all AP Physics courses. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory, so students are encouraged to retain their laboratory notebooks, reports, and other materials.

You can learn more about AP Physics course here: https://apcentral.collegeboard.org/pdf/ap-physics-1-course-overview.pdf?course=ap-physics-1-algebra-based

AP ENVIRONMENTAL SCIENCE 1.0 Credit

Prerequisite: Biology & Chemistry

CONTENT

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

You can learn more about AP Environmental Science course here:
https://apcentral.collegeboard.org/courses/ap-environmental-science

OCEAN SCIENCE 1.0 Credit

Prerequisite: Biology & Chemistry

CONTENT

In Ocean Sciences 11/12, students will explore physical, chemical, geological, and biological components of ocean science. They will gain an understanding of the various conditions and processes that impact the functioning of our oceans. The course will cover specific topics such as the ocean floor, currents, climate regulation, ocean food webs, and sustainable fishing practices. Students will also investigate the technology and scientific methods that contribute to our knowledge and stewardship of the ocean. Students will have opportunities to engage in hands-on learning through various field trips, as well as learn from guest lecturers working in marine related careers.

Spanish Language

Spanish Language Graduation Requirements – 3 credits*

The changing nature of society has placed greater demands on students. In order to succeed in the twenty-first century, they will be required to acquire new communication skills. The acquisition of other languages will enable students to communicate across cultures and gain knowledge of other cultures in order to interact effectively within the community and global marketplace. Spanish placement is determined by the Spanish Department.

CRIA's Spanish Course Pathway

	Grades 6-8			
Pathway	Spanish 1	Spanish 2	Spanish 3	Spanish 4

	Grades 9-12			
Pathway	Spanish 1	Spanish 2	Spanish 3	Spanish 4 **or** AP Spanish Language and Culture

***Spanish must be taken in Grades 9-11 and is optional in Grade 12.**

SPANISH 1 — 1.0 Credit

Prerequisite: None

CONTENT

In Spanish 1, students begin to develop communicative competence in Spanish and expand their understanding of the culture(s) of Spanish-speaking countries. Communicative competence is divided into three strands:

- Interpersonal speaking and writing as interactive processes in which students learn to communicate with another Spanish speaker
- Interpretive listening and reading as receptive processes in which students develop comprehension of Spanish
- Presentational speaking and writing in which students focus on organization of thoughts and awareness of their audience in delivering information.

In Spanish 1 classes, students learn to communicate in real-life contexts about topics that are meaningful to them. To develop students' communicative competence, emphasis is placed on use of Spanish in the classroom as exclusively as possible and on use of authentic materials to learn about the language and culture. Grammar is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to communicate. Through the language learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their own culture. An important component of learning Spanish is using the language in the real world beyond the classroom setting.

SPANISH 2 — 1.0 Credit

Prerequisite: Spanish 1

CONTENT

In Spanish 2, students continue to develop their communicative and cultural competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in the language, and making oral and written presentations in the language. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of Spanish. They continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on use of Spanish in the classroom as well as on use of authentic materials to learn about Spanish language and cultures. Emphasis continues to be placed on use of Spanish in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the Spanish language and culture(s).

SPANISH 3 — 1.0 Credit

Prerequisite: Spanish 2

CONTENT

In Spanish 3, students continue to develop their communicative and cultural competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in the language, and making oral and written presentations in Spanish. They communicate on a variety of topics at a level commensurate with their study, using more complex structures in the language and moving from concrete to more abstract concepts in a variety of time frames. They comprehend the main ideas of authentic materials that they listen to and read and are able to identify significant details when the topics are familiar. Students develop the ability to sustain a conversation in Spanish about topics that include historical and contemporary events and issues. Emphasis continues to be placed on use of Spanish in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the Spanish language and culture(s).

SPANISH 4 (MEP) — 1.0 Credit

Prerequisite: Spanish 3

CONTENT

El programa de estudio de español en sus contenidos toma como fundamento la lectura, comunicación oral y escritura para crear nuevas formas de expresión. Como parte del contenido en la clase de español se debe enseñar y desarrollar el uso correcto de la lengua en lo referente a su morfología, sintaxis y fonética. Igualmente se abordan los estudios literarios de distintos autores y épocas. En el desarrollo de competencias específicas, lingüísticas sociolingüísticas, discursivas o textuales el estudiante debe dominar las habilidades, destrezas, actitudes y valores requeridos para su interacción, tanto de forma oral como escrita.

Contenido que el estudiante debe mostrar y no se limita a:

- Dominio en el código lingüístico.
- Adecuación de la forma del mensaje.
- Cohesión textual.
- Unión y estructuración de frases.
- Coherencia y relación entre los diferentes significados de un texto.
- Dominios de estrategias para solucionar los problemas comunicativos que se presenten.
- Lecturas y análisis literarios en distintos géneros y movimientos estéticos, tanto a nivel denotativo como connotativo.
- Dominio de estrategias comunicativas desde el código de expresión oral.

AP SPANISH LANGUAGE & CULTURE 1.0 Credit

Prerequisite: Spanish 3 or 4 (grade of 85% or above)

CONTENT

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language
control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music , laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

It is equivalent to first-year Spanish courses offered by many colleges, therefore this course will be rigorous and collegiate in its presentation. Topics meet requirements set by the College Board.

You can learn more about the course here:
https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/course?course=ap-spanish-language-and-culture

Fine Arts

Fine Arts Graduation Requirements – 1 credit

Art: These courses offer opportunities to learn, explore, and concentrate on the visual art concepts while including activities in all major areas of art. Critical thinking and expression of ideas in art forms will help students to appreciate the value of art in meeting 21st century challenges, relate art to life, social and community issues.

ART 6-8

Prerequisite: None

CONTENT

An intermediate course in which students focus on the application and synthesis of previously learned concepts and more complex technical skills as students manipulate the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) in the art-making process. Observational and value drawing exercises are expanded. Color studies are reinforced using wet & dry media. Emphasis is on the development of visual language and artistic skills in various media. Creative problem solving and experimentation continue, maintaining a highly individualized response and expression.

ART 9-12 0.5 Credit

Prerequisite: None

CONTENT

A wide variety of media are presented in this course and may include drawing, printmaking, and painting materials as well as ceramics, textiles and sculpture while exploring both traditional and modern techniques. Students are encouraged to develop individual responses and solutions to the concepts presented in class. Students develop skills in the basics of line, shape, shade and texture in both two dimensional and three- dimensional forms. Art 9-12 is both an academic and practical program. Research involving art movements and artists is integrated with art production.

Physical Education

Physical Education Graduation Requirements – 1 credit

Physical education classes provide opportunities for students to improve lifelong health, fitness, and activity related skills. Physical education presents information that challenges students to improve personal fitness levels and participate in individual and team activities. Physical education is an essential component in the education of the whole child by linking cognitive knowledge to physical activity and social interaction.

PHYSICAL EDUCATION 6-8

Prerequisite: None

CONTENT

Students develop competence in modified versions of various game/sport, rhythmic, and recreational activities. They vary movement during dynamic and changing game situations. Recreational pursuits become an additional curriculum option, broadening lifelong physical activity options. The ability to analyze skill performance through observing and understanding critical elements (small, isolated parts of the whole skill or movement) is increasingly apparent, as is the application of basic scientific principles of movement and personal fitness. Students relate the importance of physical activity to health, focusing particularly on obesity and stress. They create plans for improving personal fitness. Students continue to develop responsible personal and social behaviors by demonstrating decision-making skills, conflict-resolution skills, appropriate etiquette, and respect for others. Students achieve and maintain personal fitness standards and set reasonable and appropriate goals for improvement or maintenance of health-related fitness.

PHYSICAL EDUCATION & HEALTH 9-12 0.5 Credit

Prerequisite: None

CONTENT

The student will demonstrate the domain of the movement skills and the patterns that will be apply to the physical activity in selected movements. Documental test in a competence level in all the basic knowledge necessary for a selected activity and the capacity to use the skill with consistency on the right configuration. The student should demonstrate a comprehension of the rules an strategies of the selected activity, and apply them suitable PE elective offers to the students the opportunity to participate in activities with fitness.

Topics in Health are part of the PE program, 1 day per week.

The students will select the zones where they want to concentrate to study, some options can be:

- Aerobic
- Water sports
- Individual sports
- All life activity
- Fresh air activity
- Team sports

Enrichment Electives

Enrichment courses are designed to provide challenging opportunities for students to develop knowledge and skills in fields of interest. These courses are designed to complement, enhance, and integrate learning opportunities with the required curricula. With enrichment classes targeted toward building skill sets for life, students are able to exercise a wide variety of thinking modes, such as inductive, deductive, metacognition, empathy, compassion, and visual thinking.

These courses cover a wide array of topics. Classes in any given year reflect current interests and help to maintain relevance in a rapidly changing world.

HEALTH 6-10

Prerequisite: None

CONTENT

Students will learn about healthy eating practices by acquiring a deeper understanding of nutritional concepts and the relationship between nutrition and disease. They will learn approaches to managing their own food in-take, making healthy food choices, and promoting healthy eating to others. They will also study personal safety including situations that students in these grades may encounter as they become more independent and active in a wider variety of situations and environments, including online and virtual environments. Students also consider the consequences of bullying, harassment, as well as violent behavior and examine ways of preventing or responding to it. The course will look at substance use, addictions, mental health and stress, as well as develop their understanding of the consequences of addictions and examine how concerns with body image, which are very prevalent at this age, can lead to problematic substance use. Finally, students will study human development and sexual health. There is an emphasis on developing the skills needed for maintaining healthy relationships and acquiring the knowledge and skills needed to make informed decisions about their sexual health.

Enrichment Electives

PERSONAL FINANCE — 0.5 Credits

Prerequisite: None

CONTENT

Personal Finance is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets, simulate use of checking and savings accounts, demonstrate knowledge of finance, debt, and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions. The course ends with the WISE Financial Literacy certification upon successful completion of the external exam.

AP COMPUTER SCIENCE PRINCIPLES — 1.0 Credit

Prerequisite: Must have Microsoft Office Suite on personal computer

CONTENT

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

Learn more about this course here: https://apcentral.collegeboard.org/media/pdf/ap-computer-science-principles- course-and-exam-description.pdf

INDEPENDENT STUDY – DUAL ENROLLMENT 0.5 Credits

Prerequisite: Dependent on course; cost to take these courses are borne by student's family - $425 per course (courses are 2-3 college credits)

CONTENT

Qualified CRIA students in 11th &. 12th grade can apply to take a university course through Arizona State University. Students must consult with the College Counselor to take these courses.

Students earning credits through the Dual Enrollment program will gain university credit that may be transferred to colleges and universities.

For more information on this program, speak with the College Counselor.

INDEPENDENT STUDY – eDynamic Learning 0.5 Credits

Prerequisite: Dependent on elective choice

The independent study courses are designed for Juniors and Seniors to further challenge themselves, meet high school elective requirements, to gain college/university credit, or simply enrich their education with of-interest topics. Engaging, rigorous, interactive courses keep students focused on the content which is designed to foster the advanced critical thinking and analytical skills they will need in post-secondary education and the world beyond. Such courses as Animation, Forensics, Criminology, Introduction to Cybersecurity, and many more are available.

These courses are self-paced and available wherever internet is available. A maximum of 1 x 0.5 credits of Edgenuity Independent Study course may be taken free of charge for 11th and 12th graders. Students must consult with the College Counselor to take these courses.

Courses from eDynamic Learning can be selected from pages 55-72 from the catalogue. Note that not all courses will be accepted as credits, therefore, pre-approval must be granted:
https://www.imaginelearning.com/pdf-viewer/?file=https://www.imaginelearning.com/wp-content/uploads/2025/05/EDG-Course-Catalog.pdf#zoom=auto&pagemode=none
You must speak directly with the College Counselor to enroll.