

Innovative Arts Academy Charter School



2022-2023 Program of Studies

I. Graduation Requirements - (revised 9/29/22)

Class of 2023 = 21 Credits

Credits	Subject
4	English
3	Math
3	Science
3	Social Studies
3	Arts/Humanities
1	Health & PE
3	Electives
1	Career Exp

Class of 2024 = 22 Credits

Credits	Subject
4	English
3	Math
3	Science
3	Social Studies
4	Arts/Humanities
1	Health & PE
3	Electives
1	Career Exp

Class of 2025 = 24 Credits

Credits	Subject
4	English
3	Math
3	Science
3	Social Studies
5	Arts/Humanities
1	Health & PE
3	Electives
2	Career Exp

Class of 2026 = 26 Credits

Credits	Subject
4	English
3	Math
3	Science
3	Social Studies
7	Arts/Humanities
1	Health & PE
3	Electives
2	Career Exp

Act 158 of 2018 (Act 158) was signed into law by Governor Tom Wolf on October 24, 2018. It shifted Pennsylvania’s reliance on high stakes testing as a graduation requirement to provide alternatives for high school students to demonstrate readiness for postsecondary success. Act 158 states that students can demonstrate postsecondary readiness through four additional pathways that more fully illustrate college, career, and community readiness.

Students can meet the statewide graduation requirement through one of the following pathways:

Pathway 1: Keystone Proficiency Pathway: Scoring proficient or advanced on each of the Keystone Exams - Algebra I, Literature, and Biology.

Pathway 2: Keystone Composite Pathway: Earning a satisfactory composite score (4452) on the Algebra I, Literature, and Biology (while achieving at least a score of proficient on at least one of the three exams AND no less than a score of basic on the remaining two exams).

Pathway 3: Alternative Assessment Pathway: Earning a passing grade in the courses associated with each of the Keystone Exams on which a score of proficiency was not achieved AND satisfactorily completing one of the following:

- Attainment of an established established score on one of the following approved alternative assessment: SAT (Score of 1010); PSAT (Score of 970); ACT (Score of 21); ASVAB (the minimum score needed to gain admittance to a branch of the armed services in the year the student graduates);
- Attainment of Gold Level on the ACT WorkKeys Assessment;

- Attainment of a 3 or higher on an Advanced Placement test in the content area associated with each Keystone Exam in which a score of proficiency was not achieved. [Click here](#) to see a list of AP Exams that are equivalent to each Keystone Exam;
- Successful completion of a concurrent enrollment course in the content area associated with each Keystone Exam in which a score of proficiency was not achieved.
- Successful completion of a pre-apprenticeship program;
- Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework. (i.e. letter of acceptance, placement test results, college registration form, etc.)

Pathway 4: Evidence Based Pathway: Earning a passing grade in the courses associated with each of the Keystone Exams on which a score of proficiency was not achieved AND demonstrating three pieces of evidence consistent with goals and career plans.

Including one of the following pieces of evidence:

- Attainment of Silver Level on the ACT WorkKeys Assessment;
- Attainment of a 630 on an SAT Subject Test;
- Attainment of a 3 on an Advanced Placement test;
- Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college level coursework; (i.e. letter of acceptance, placement test results, college registration form, etc.)
- Attainment of an industry-recognized credential;
- Successful completion of a concurrent enrollment or postsecondary course.

Including two of the following pieces of evidence:

- Satisfactory completion of a service learning project. Project proposals must be presented in writing to a guidance counselor for pre-approval by the principal/assistant principal. The proposal should include goals, activities, and contributions to the community. Projects must be supervised by an adult and completion must be verified in writing. (i.e. National Honors Society, Junior Rotarians, Boy Scouts, etc.);
- Attainment of proficiency or advanced on a Keystone Exam;
- A letter from an employer guaranteeing full-time employment;
- A certificate of successful completion of an internship or cooperative education program;
- Satisfactory compliance with the NCAA's core course for college-bound student athletes with a minimum grade point average (GPA) of 2.0.

Pathway 5: Career and Technical Education Pathway: Earning a passing grade in the courses associated with each of the Keystone Exams on which a score of proficiency was not achieved AND one of the following:

- Attaining an industry-based competency certification related to the Career and Technical Education (CTE) Concentrator's program of study.
- Demonstrating a high likelihood of success on an approved industry-based competency assessment. (National Occupational Competency Testing Institute (NOCTI) or the National Institute of Metalworking Skills (NIMS))

II. Sequence of Courses

MIDDLE SCHOOL:

Grade 6	Grade 7	Grade 8
Reading 6	Reading 7	Reading 8
English Language Arts 6	English Language Arts 7	English Language Arts 8
Math 6	Math 7	Math 8/Pre-Algebra
Physical Science	Earth Science	Life Science
Geography	World Civilizations	US History I
Foundations of Art 6	Major Rotation	Major Rotation
Physical Education and Health 6	Physical Education and Health 7	PSSA Prep Math/Science
Social Emotional Learning	Social Emotional Learning	Social Emotional Learning

HIGH SCHOOL:

Grade 9	Grade 10	Grade 11	Grade 12
Intro to Literature	World Literature	American Literature	British Literature
Pre-Algebra/Algebra I	Algebra I/Algebra II	Algebra II/Geometry	Personal Finance
Biology	Earth and Space Science	Anatomy	Environmental Science/Chemistry
US History II	World History	Civics and Government	Capstone
Major - Level I	Major - Level II	11 Major - Level III	Major - Level IV
Academic Strategies	Keystone Biology Remediation/SAT Prep	Career Explorations	
Spanish	Physical Education and Health 10	Keystone Algebra Remediation/Bus Math	Keystone Literature Remediation/Career Ed.
Social Emotional Learning	Social Emotional Learning	Social Emotional Learning	Social Emotional Learning

III. Grading Policy

LETTER GRADE VS. PERCENTAGE

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 59% and below

MIDTERM AND FINAL EXAM EXEMPTION

In an effort to recognize mastery of content and effort, students may earn exemption from midterm and final exams. To be considered exempt, students must:

- Midterm - receive a 90% in the first AND second marking periods.
- Final - receive a 90% or above in the first, second, third, AND fourth marking periods.

If the student chooses to be exempt from the Final Exam, the student will receive an average of their first and second marking period grades as their Midterm Exam grade on their report card. If the student chooses to be exempt from the Final Exam, the student will receive an average of all 4 marking period grades as their Final Exam grade on their report card. If the student chooses NOT to be exempt from the Midterm or Final Exam, the student will take the Midterm or Final Exam and will receive the grade that is earned on the exam. Once the student begins the Midterm or Final Exam, the exemption choice is null and void.

CREDIT RECOVERY

- Students will be able to make up missing credits via an online program offered through *eLearn21*. The high-quality curriculum and an innovative software platform, powered by Provost Systems, allow each course to be customized to the particular learning needs of your student. This will allow the student to focus on only the material he or she struggled with during the year, and allows each student to learn at their own pace to truly gain understanding. Additionally, each student will be supported online by a Pennsylvania certified teacher to provide the help needed to succeed. Prior to beginning a course, payment must be made by the student or parent/guardian.

IV. Course Descriptions

ARTS & HUMANITIES

- **Foundations of Art 6:**
 - The 6th Grade Foundations of the Arts course meets five days a week for 50 minutes each day. Each unit includes the completion of a project that not only provides hands-on experience to develop skills and understanding centered around the principles/elements of art and design, but also utilizes inspiration from diverse artists and topics. Lessons are adjusted based on students' interests and needs. This course provides all students with an introduction to art materials and skills to prepare them for their experiences in the other art forms.
- **Culinary 7- Quarterly Rotation**
 - To introduce students to the Food & Beverage Industry. Beginning with the history of the industry. How did it all begin, who was influential in the industry. Students will learn about Food Safety, to include critical temperatures, Culinary Nutrition, food alternatives to processed foods, Taste. We taste food as salty, sweet, bitter, sour, umami, Food Preparation terms. ie., bake, poach, boil, broil, and end with Culinary Abbreviations. ie., oz. , lb., pt., gal., tsp., T.
- **Culinary 8: Quarterly Rotation**
 - We will review the previous year and transition to Culinary weights & measures, Cook's tools, Intro to herbs and spices. What herbs to use with specific meats, poultry, seafood. Nutrition and "All about eggs", what came first. We'll learn about ganache, pretzels, personal pizzas and make some cookies.
- **Culinary Major -Beginner Level I: Full Year**
 - Begin with a Review of the 7 & 8 grade program then move to Demonstrating garde manger, from salads to sandwiches, Integrate knowledge and skills in sanitation and safety, Demonstrate menu planning principles, Demonstrate bakery production.
- **Culinary Major - Garde Manger Level II: Full Year**
 - Integrate knowledge and skills in sanitation and safety, Apply skills in food service, equipment, and production, Demonstrate menu planning principles, Demonstrate bakery production techniques, Demonstrate garde manger techniques, Demonstrate techniques for stocks, sauces, and soups, Demonstrate appropriate cooking methods.
- **Culinary Major - (Restaurant Management) Menu Planning/ Baking & Pastry Level III: Full Year**
 - Integrate knowledge and skills in sanitation and safety, Apply skills in food service, equipment and production, Demonstrate menu planning, Demonstrate

bakery production techniques, Demonstrate garde manger techniques, Select and utilize food products appropriately, Demonstrate techniques for stocks, sauces, and soups, Demonstrate appropriate cooking methods.

- **Culinary Major - Advanced Level IV: (ServSafe Certification) Full Year**
 - Demonstrate menu planning principles, Demonstrate bakery production techniques, Demonstrate garde manger techniques, Select and utilize food products appropriately, Demonstrate techniques for stocks, sauces and soups, Demonstrate appropriate cooking methods. Serv-Safe ready. Study to take the Serv-Safe test and be ready to work in the Food Service industry.
- **Basic Dance I (Quarterly Rotation/45 day course, 5x per week, 40 minutes per day)**
 - All 7th grade students will have the opportunity to experience a condensed version of a HS majors dance class. This class is a 9-week , 45-day rotational course. Classes will include introductory information about stage presence, styles of dance, theatre and dance terminology, and universal dance class formats. Students will be exposed to beginner dance class elements and styles of dance including musical theatre and hip hop.
- **Basic Dance II (Quarterly Rotation/45 day course, 5x per week, 40 minutes per day)**
 - An extension of the Intro I level course, 8th graders will continue to gain more information about becoming an IAA dance major. This class is a 9-week , 45-day rotational course. Students will have more “on their feet” dance experience, introducing concepts of injury prevention, proper stretching techniques, and body maintenance. This course will give students the opportunity to perform more in class and in school events.
- **Dance Major - Level I: BEGINNER DANCE (Year long course, 5x per week, 40 minutes per day) (Prerequisite: Successful completion of Dance Intro I and II and/or Audition Placement/Teacher Approval)**
 - Level 1 dance will build upon the introductory level elements learned in Dance Intro I and II. Students will further develop their knowledge of body maintenance, including proper warm up and stretching and further explore universal dance class format and the history of dance. Dancers will learn beginner level choreography in various styles of dance including jazz, ballet, lyrical, hip hop, and musical theatre. Students will be able to properly execute beginner level dance movements including the 5 ballet positions, various stretching positions, basic across the floor elements like grande battements, grande jetes, chaines, tour jetes, and more. All dance majors are expected to dress in the required department dress code for class daily and participate in all performances.
- **Dance Major - Level II: ADVANCED BEGINNER DANCE (Year long course, A/B alternating schedule, 80 minutes per day) (Prerequisite: Successful completion of Dance I and/or Audition Placement/Teacher Approval)**

- Dance Level II Students will participate in intermediate dance class procedures including independent warm up and stretch and By this level of instruction, students will be able to conduct intermediate-level choreography in various styles of dance including jazz, ballet, lyrical, hip hop, and musical theatre. Additionally, students will practice various levels of techniques and formation applicable to proper dance skills. Students will be able to properly execute intermediate level dance movements including proper ballet barrework, various stretching positions, isolations, intermediate-advanced across the floor elements like switch leaps, turning axles, calypsos, and more. All dance majors are expected to dress in the required department dress code for class daily and participate in all performances.
- **Dance Major - Level III: INTERMEDIATE DANCE (Year long course, A/B alternating schedule, 80 minutes per day)** (Prerequisite: Successful completion of Dance II and/or Audition Placement/Teacher Approval)
 - Level III dancers are expected to have a strong stage presence and understanding of intermediate dance performance vocabulary. Students will explore improvisation exercises and beginner levels of choreography composition. By this level of instruction, students will be able to apply techniques and strategies learned in Dance Level II to create intermediate/advanced-level choreography in various styles of dance including jazz, ballet, lyrical/contemporary, hip hop, and musical theatre. Further, students will practice rigorous levels of techniques and formation applicable to proper dance skills as well as implement these styles into properly paced choreography. Students will be able to properly execute intermediate-advanced level dance movements including proper ballet barrework, various stretching positions, isolations, and intermediate-advanced across the floor elements like switch leaps, turning axles, calypsos, and more. All dance majors are expected to dress in the required department dress code for class daily and participate in all performances.
- **Dance Major - Level IV: ADVANCED DANCE (Year long course, 5x per week, 80 minutes per day)** (Prerequisite: Successful completion of Dance III and/or Audition Placement/Teacher Approval)
 - Dance Level IV is designed to challenge our most advanced dancers. In Level IV, dancers are expected to sustain a solid dance technique, demonstrate professionalism in class and performance etiquette, and interest in choreography, dance curriculum and instruction. Students will workshop their own choreography for performance in addition to learning advanced ensemble pieces, solos, and small group numbers in styles jazz, ballet, lyrical/contemporary, hip hop, and musical theater. Advanced dancers will be expected to complete community service hours mentoring younger dancers and acting as teaching assistants as needed in both the community and classroom settings. Students will be able to properly execute advanced level dance movements including proper ballet

barrework, various stretching positions, isolations, and advanced across the floor elements like switch leaps, turning axles, and calypsos, center turn sequences like fouettes, a la secondes, turning discs and more. All dance majors are expected to dress in the required department dress code for class daily and participate in all performances.

■ **BDC Levels & Experience (For reference)**

- L1-BASIC. 1-2 years training. Some prior knowledge of dance terminology.
 - L2-BEGINNER. 2-5 years training. ...
 - L3-ADV BEGINNER. 5-8 years training. ...
 - L4-INTERMEDIATE. 8-10 years training.
 - L5-INTERMEDIATE ADV. 8-10 years training.
 - L6-ADVANCED. 10+ years training.
- **Fashion 7: Intro to Fashion Design (Quarterly Rotation)**
 - Intro to Fashion Design will touch upon the basics of color Psychology & theory, fashion based terminology & careers within the industry. Students will have the opportunity to learn hand sewing, an invaluable skill which they can directly apply to daily life. The skills and techniques that are developed through hands-on application can be applied to many careers in today's society.
 - **Fashion 8: Fashion Essentials (Quarterly Rotation)**
 - Students will learn about the different categories of fashion, fashion week(s), and will be introduced to both well known and upcoming fashion designers. Students will do a research project on a designer of their choosing. Students will expand upon their hand stitching skills and create a custom bag.
 - **Fashion Major - Level 1: Fashion Illustration & Trends Throughout History (Full Year)**
 - In Level 1, students will begin to develop fashion illustration and fabric rendering skills using a variety of mediums and techniques. Students will explore design ideas, inspirations and concepts through the creation of mood boards and trend research. Students will dive deeper into Fashion history from the 1900s-Present time. Students will create a "stitch Library," Which will house samples of their hand stitches and machine stitches/ seams. This will serve as proof of their growing skillset and function as a mini portfolio of their sewing competencies.
 - **Fashion Major - Level 2: Sustainable Design & Ethics (Full Year)**
 - Level 2 will focus heavily on sustainable design practices. Students will understand the importance of creating less waste during the design process and its impact on peoples around the world and our planet. Students will create upcycled garments using primarily recycled materials. In this course students will build upon their stitch library and learn intermediate sewing, construction, draping, and patternmaking/ manipulating techniques. We will dive into the entire design

process from fiber-finished garment and discuss manufacturing, marketing/advertising and corporate fashion mentalities.

- **Fashion Major - Level 3: Fashion is Culture...An exploration of textiles, texture and Identity** (can probably tighten up/tweak the title of this course a bit) (Full Year)
 - Fashion Design Level 3 involves students in developing cultural competency through exposure to a variety of cultures around the world, exploring their traditions, cultural dress and historical significance. Students will be introduced to textile design, dyeing, fabric manipulation techniques and machine sewing. Students will have the opportunity to dive into their own cultural backgrounds and create a custom textile to utilize on a garment, which represents their own identity. Students will learn more complex rendering skills and develop a well rounded sketchbook. Students will be challenged with more advanced sewing and garment construction techniques. Students will be able to apply worldly knowledge and skills gained, towards strengthening social interactions with peers, and building connections within their communities.
- **Fashion Major - Level 4: Fashion Portfolio & Entrepreneurship** (Full Year)
 - In level 4, students will begin to develop their personal style and identity through the creation of their own brand. Ethical business practices, internships, and entrepreneurship will also be a focus of this course. Complex fashion illustration techniques will be developed and perfected. Students will hone their illustrative skills to create a physical portfolio of their own clothing collection. Students will learn advanced sewing and construction techniques which they will utilize to create one of a kind custom garments which showcase their identity as a designer. Seniors in this course will create a senior thesis collection to be showcased. At the closure of this course, students will have the portfolio and skills needed to apply to a competitive design college of their choosing.
- **Digital Arts Major - Level 1: Digital Foundations Courses**
 - Emphasis is placed on the elements and principles of design. Visual problem solving skills are explored through the Adobe Creative Suite and design projects. It is used as the main tool for creative expression and communication for Digital Design. Historical periods and artists are compared and contrasted through reading, writing, and computer – based activities. Aesthetic valuing and criticism are infused within the curriculum through verbal and written critique of student work along with selected artwork being studied.
 - **Semester 1: Intro to Illustrator (Beginner Design)** Students will understand the visual components of design and add the language and terms used in art and art criticism to their lexicon. This semester will focus on the tools and language used in creating drawings from shapes.
 - **Semester 2: Intro to Photoshop / Photography** Students will be introduced to the tools in photoshop. They will begin to understand the

photograph and how to manipulate and create unique collages and digital painting tools.

- **Digital Arts Major - Level 2: Practical Application of Digital Art and Design and Photography**

- Emphasis is placed on the elements and principles of design. Visual problem solving skills are explored through the Adobe Creative Suite to create logos, posters, and informational graphics. We will dive into typography and create unique fonts and apply them to their designs. Additionally students will be introduced to motion graphics and animation. Historical periods and artists are compared and contrasted through reading, writing, and computer – based activities. Aesthetic valuing and criticism are infused within the curriculum through verbal and written critique of student work along with selected artwork being studied.

- **Semester 1: Intermediate Design** Students will understand the visual components of design and add the language and terms used in art and art criticism to their lexicon. This semester will focus on logos and brand identity as the students design posters, logos, and infographics for practical applications.

- **Semester 2: Intro to Animation** Students will understand the 12 principles of animation and add the language and terms used in animation and art criticism to their lexicon. This semester will focus on understanding frame rates, 5 types of animation, and they will complete a short animation of their own.

- **Digital Arts Major - Level 3: Collaborative Design and Portfolio Building**

- Emphasis is placed on the elements and principles of design. Visual problem solving skills are explored through the Adobe Creative Suite. We will be working with other Art students to create real life applications of design. Students will be paired and work collaboratively to create a brand for culinary, fashion, or infographics for media. Historical periods and artists are compared and contrasted through reading, writing, and computer – based activities. Aesthetic valuing and criticism are infused within the curriculum through verbal and written critique of student work along with selected artwork being studied.

- **Semester 1: Advanced Design** Students will be paired with other students or work independently to create a brand including but not limited to logos, business cards, posters, album covers, menu and culinary animations, or photographic based projects.

- **Semester 2: Portfolio** Students will document and gather their artwork to be photographed or placed into a cohesive portfolio. This includes resume writing and applying to opportunities to showcase their work.

- **Digital Arts Major - Level 4: Independent Projects and Entrepreneurship**

- Emphasis is placed on using the skills learned to create their own unique design projects. Historical periods and artists are compared and contrasted through reading, writing, and computer – based activities. Aesthetic valuing and criticism are infused within the curriculum through verbal and written critique of student work along with selected artwork being studied.
- Students can use various mediums to create unique projects to build on their portfolio. This can include internships, designing posters and instagram posts, shirts for the school. They will learn about marketing. This can include brand designs, digital painting, photographic projects or short story animation.
- **Mass Communications 7:**
 - Students will begin looking at what media is, what it means to be a media professional and what falls under the Mass Communication industry.
 - Students will create original book covers, magazine covers, newspaper covers, and original short stories that could be featured in any of the above stated.
 - Students will gain an understanding of the history of print media and why, and how they have changed our world.
 - Students will write an article structured around the inverted pyramid to understand what goes into journalistic writing.
- **Mass Communications 8:**
 - Students will continue looking at what media is, what it means to be a media professional and take a more indepth look at the Mass Communication industry.
 - Students will create original short films and animations learning the basics of film production and animation.
 - Students will gain an understanding of the film industry and the history surrounding key dates and how they changed the film industry.
 - Students will construct an outline for a feature film to understand what goes into the film pre-production process.
- **Mass Communications Major Level 1 - Journalism and Non-Fiction Production (Semester class)**
 - Students will learn the elements of journalism and news production from planning out a story to producing a news package.
 - Students will learn the general function and production values of television news programs
 - Students will learn the process of producing a newspaper, the way a newspaper is laid out, how to approach online reporting, and how to properly structure news related reporting.
 - Students will learn the different types of reporting (i.e. investigative journalism) and produce articles based on the type of reporting.
 - Students will analyze how journalism has played a role in various historical events and evaluate award winning journalism.
 - Students will learn the key players within a newsroom and how each person is an integral part of the journalistic process.

- Students will evaluate and assess demographics and needs for new sources based on said demographic readership.
- Students will evaluate controversies in journalism history.
- Students will evaluate and develop a magazine layout based.
- Students will create original ideas for magazine concepts and webzines.
- Students will evaluate the important moments in journalism history.
- **Mass Communications Major Level 1 - Publishing and Creative Reporting/Writing & Media Writing (Semester course)**
 - Students will study different elements of media writing and develop background knowledge of proper formatting for each form.
 - Students will focus for a portion of the class on journalistic writing both in print and broadcast journalism.
 - Students will write news packages to illustrate their understanding of the journalistic writing process.
 - Students will formulate story leads and follow them to create the stories necessary for the class.
 - Students will learn about fiction script writing including, but not limited to, commercial writing, film writing, and television writing.
 - Students will create advertising and public relation based writing assignments to gain an understanding of what is required for the advertising and public relations industry.
 - Students will take an indepth look at elements of publishing surrounding books.
 - Students will analyze the different moments in publishing and writing history.
 - Students will evaluate the importance of early books in history and the role they played in molding society
 - Students will create a number of various creative writing pieces ranging from creative non-fiction, fiction, and poetry.
 - Students will develop an understanding of the key players within the publishing industry.
 - Students will create various genre based book covers to encourage purchase of a book and illustrate the effects of marketing in the publishing industry.
 - Students will evaluate the importance of e-readers, how they work, and what the industry pay standard is for an author's contribution.
 - Students will assist in creating an Innovative Arts Academy literary journal provided either online or in print.
- **Mass Communications Major Level 2 - Internet Medias and Recordings (Semester Course)**
 - Students will learn the elements of recordings and internet media such as internet videos, websites, and social media development.
 - Students will learn the history of the recording and internet media industry.

- Students will learn the genres associated with both the internet and recording media.
- Students will learn the players in the internet and recording content development.
- Students will determine key demographics surrounding, recordings, social media and website content.
- Students will look at the importance recordings and internet media have provided the society.
- Students will produce original recordings learning production value, planning, and execution of said projects.
- Students will generate a pitch for new social media and/or website developments based on their knowledge of the content.
- **Mass Communications Major Level 2 - Marketing, Public Relations, and Advertising (Semester course)**
 - Students will develop an understanding of the history of public relations, marketing, and advertising.
 - Students will develop an understanding of the precursors of public relations and what it means to be a public relations, marketing or advertising professional.
 - Students will create a public relations campaign for a major brand or celebrity.
 - Students will determine the key players in public relations, marketing, and advertising and what each job entails.
 - Students will look at marketing strategies applied in the industry and use these strategies to create their own marketing campaigns.
 - Students will look into media buying and media selling and how demographics and strategies determine both.
 - Students will develop a commercial from concept to distribution to show the elements of commercial production.
 - Students will create marketing campaigns for unique and original products they created from conception, to print, to electronic campaigns.
 - Students will determine the different advertising markets and techniques based on geographic location..
 - Students will create a business plan for an advertising agency and determine their key missions.
- **Mass Communications Major Level 3 - Television Production (Full year course)**
 - Students will learn the full scope of television production and what is required to produce a television show throughout the course including, but not limited to:
 - Television genre writing
 - Pitching and sales
 - Forms of television production (i.e. cable vs. streaming)
 - Studio and location based productions
 - Producing

- Cinematography
 - Sound design
 - Light design
 - Costume design
 - Acting/casting
 - Set design
 - Prop mastery
 - Makeup design
 - Editing and special effects
- Students will analyze key television shows and determine elements of production within award winning shows.
- Students will evaluate and learn the history of television, television industry, and television production.
- Students will understand the accolades associated with the various areas of the television industry.
- Students will review how distribution of television shows work and what budgeting is.
- **Mass Communications Major Level 4 - Film Production - (Full year course)**
 - Students will learn the full scope of film production and what is required to produce a series of short films throughout the course including, but not limited to:
 - Screenwriting
 - Producing
 - Cinematography
 - Sound design
 - Light design
 - Costume design
 - Acting/casting
 - Set design
 - Prop mastery
 - Makeup design
 - Editing and special effects
 - Students will analyze key films and determine elements of production within award winning films.
 - Students will evaluate and learn the history of films, film industry, and film production.
 - Students will understand the accolades associated with the various areas of the film industry.
 - Students will review how distribution of a film works and what film budgeting is.
- **Spanish:**
 - Students will get an introduction & solid base to the Spanish language and the 4

domains of language; Speaking, Listening, Writing, Reading. Along with this, we will explore culture and the origin of the modern day language that is Spanish. This is in tandem and understanding that the Spanish language and culture is made of multiple dialects, forms and includes countries and provinces all over the globe. We will establish a base use and understanding of simple tenses; present, past and simple future. With a focus on “Conversational Spanish” and useful terms and phrases in the Spanish Language.

- **Visual Arts Rotation 7:**

- Seventh grade Visual Arts is an introductory level art class designed for students in seventh grade who are exploring the arts. The Visual Arts class will be a one quarter rotation where students will be exposed to a variety of art media and techniques. Seventh grade Visual Arts will provide students with the beginner level skills needed to further study and practice art.

- **Visual Arts Rotation 8:**

- Eighth grade Visual Arts is a beginner level art class designed for students in eighth grade who are exploring the visual arts. The course is designed to provide students with slightly more advanced foundations of art, after taking seventh grade Visual Arts. Students will be exposed to a variety of art media and new techniques. Eighth grade Visual Arts will provide students with the beginner level skills needed to further study and practice art.

- **Visual Arts Major Level 1 - Drawing/Painting I:**

- Drawing and Painting 1 is a beginner level visual arts class designed for students who are choosing to further study art after their 7th and 8th grade rotation. The course is designed to provide students with the foundations of artistic expression and new media. Students will learn how to manipulate the design elements and principles of art, as well as use a variety of drawing and painting media to communicate ideas creatively. Drawing and Painting 1 will provide students with the foundation skills needed to further study and practice art, upon a passing grade and teacher recommendation to higher level art classes.

- **Visual Arts Major Level 1 - Illustration:**

- Illustration is a half-year course focused on drawing strategies, concepts, and techniques used by illustrators and designers. Students will utilize a range of 2D materials like pen and ink, marker, colored pencils, and collage materials. Students will develop skills in shading, inking, and coloring work that will typically respond to a prompt or client need. Projects may include but are not limited to album art, magazine covers, product design, or pet portraits. Students will develop their illustration style through practice and through introduction to a diverse array of artists and illustrators.

- **Visual Arts Major Level 2 - Drawing/Painting II:**

- Drawing and Painting II is an intermediate level art class designed for students who are choosing to further study art after they have successfully completed Drawing and Painting 1. The course is designed to provide students with more advanced artistic skills in media like graphite, colored pencils, oil pastels,

watercolor paint, acrylic paint and oil paint. Drawing and Painting II will provide students with the skills needed to further study and create art upon a passing grade and teacher recommendation to higher level art classes.

- **Visual Arts Major Level 2 - Mixed Media Art:**
 - Mixed Media Art is a half-year course that allows students to discover the vast potential of mixing art materials to create original work. Students will explore collage, found objects, recycled materials, and other techniques to create experimental artwork that focuses on the process of making work, and the potential of the materials. Students will be introduced to collage artists from a range of backgrounds, and understand that through combining materials, they can develop their own unique style.
- **Visual Arts Major Level 3 - Drawing/Painting III:**
 - Drawing and Painting III is an advanced level art class designed for students who are choosing to further study art after they have successfully completed Drawing and Painting I and II. The course is designed to provide students with advanced artistic skills in media like graphite, colored pencils, oil pastels, watercolor paint, acrylic paint and oil paint while students learn to create original and meaningful artwork. Drawing and Painting III will provide students with the skills needed to further study and practice upon a passing grade and teacher recommendation to higher level art classes.
- **Visual Arts Major Level 3 - 3D Art:**
 - 3D Art is a half-year course designed for students to explore a range of materials to create three dimensional artwork. The course is designed to provide students with an introduction to sculpture, ceramics, and art created with recycled materials or found objects. 3D art will provide students with skills in cutting, composing, arranging, and adhering materials. Students will develop an understanding of the difference between 2D and 3D art by creating work that takes up space and can be viewed in the round rather than solely hung on a wall. Students will be introduced to diverse artists working in 3D media, challenged to add conceptual meaning to their work, and use materials in unexpected ways.
- **Visual Arts Major Level 4 - Drawing/Painting IV:**
 - Drawing and Painting IV is an advanced level art class designed for students who are committed to learning about the arts and furthering their experience in the art making processes. The course is designed to provide students with exceptionally advanced art vocabulary and techniques to further their skills in media like graphite, colored pencils, oil pastels, watercolor paint, acrylic paint and oil paint while students learn to create original and meaningful artwork. Drawing and Painting IV will provide students with the advanced level skills needed to further study and practice art after high school graduation.
- **Visual Arts Major Level 4 - Independent Studio**
 - Independent Studio is a half-year course designed to be the culmination of students' experience in the Visual Arts major. This advanced level course will push students to explore the process, style, and concept behind their work. The

structure of the class will include a proposal, body of research, and series for a personal series of work. Students will develop a cohesive body of work that reflects a meaningful concept with consistency in materials. Diverse artists, and an introduction to the movements throughout art history will provide inspiration for students' series. Students will write an artist statement, as well as a list of works. The course will conclude with an exhibition of students' series of work in the community.

HEALTH AND PHYSICAL EDUCATION

- **Health 6:**

- Students will experience a health education program that is designed to provide students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthful life.

This course helps students become involved in decision-making activities in order to apply their health-related knowledge to real life situations by choosing healthful behaviors. Students will experience instructional activities that are designed to develop knowledge of concepts of health, healthy living, and safety and injury prevention. Sixth grade units of study include: health care products and services, health information and consumer choices, health information and the media, decision making skills, and health and the environment.

- **Health 7:**

- Students will experience a health education program that is designed to provide students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthful life.

This course helps students recognize healthy living and ways to achieve the skills needed for optimal health. Students will experience instructional activities that are designed to develop knowledge of concepts of health, healthy living, and safety and injury prevention. Seventh grade units of study include: stages of growth and development; interaction of the body systems; nutrition; alcohol, tobacco, and chemical substances; and health problems and disease prevention.

- **Health 10:**

- This course is designed, through a conceptual approach, to provide a wide scope of health related issues to be examined, analyzed, and evaluated through concepts of health: impact of growth and development during adulthood, impact of body systems and applying protective/prevention strategies, adult nutritional choices, issues relating to use/non-use of drugs, factors that influence the prevention and control of health problems.

- **Physical Education 6:**
 - By performing a variety of instructional activities, students will experience a physical education program that is designed to develop and demonstrate physical activity involvement, safety and injury prevention, and concepts, principles, and strategies of movement. Opportunities will be provided for students to enhance safety skills, self-discipline, self-control, and positive attitudes towards fitness and social skills through participation in a variety of standards-based, affective fitness, and sports activities. Sixth grade units of study include: cooperative games, core ball/circuit training, relay races/conditioning, weight training, frisbee golf, soccer/floor hockey, badminton/pickleball, and bases games.
- **Physical Education 7:**
 - By performing a variety of instructional activities, students will experience a physical education program that is designed to develop and demonstrate physical activity involvement, safety and injury prevention, and concepts, principles, and strategies of movement. Opportunities will be provided for students to enhance safety skills, self-discipline, self-control, and positive attitudes towards fitness and social skills through participation in a variety of standards-based affective, fitness, and sports activities. Seventh grade units of study include: cooperative games, fitness games, weight training/circuit training, handball/speedball, tennis, volleyball, basketball, ultimate frisbee, and bases games.
- **Physical Education 10:**
 - The main objective of the physical education program is to motivate students to engage in physical activity in a manner that promotes health and physical well-being over one's lifetime. Individual student performances are evaluated in the five fitness components, personal goals are set, and responsible decision-making is encouraged. Activity selections include individual and team sports, personal fitness and leisure activities.

CAREER PATHWAYS

- **Capstone:**
 - Senior Capstone is a course designed for 12th grade students to help them prepare for after graduation. At the end of their 11th grade year, students will choose a philanthropic focus for their 12th grade year. This focus may include a certain topic, organization or region. Students will then complete a set number of community service hours for their graduation projects. Students may begin accumulating the necessary service hours during their 9th grade year. Senior Capstone is an evolving class that is tailored to helping the 12th grade students better prepare themselves for post high school community involvement and will continue to develop on a yearly basis to help the students prosper.
- **Career Exploration:**

- This is an introductory course designed to assist student(s) in
 - discovering their personal strengths and abilities
 - understanding opportunities available to them in different career areas
 - practicing skills necessary to excel in the workforce and in postsecondary learning
- Students throughout the class will work on professional resumes, work on applying to colleges, trade schools, the armed forces, or the workforce. Students will participate in higher level discussions on topics that will prepare them for the real world and allow them to participate as a member of society. Students will ask teachers to write them letters of recommendation for their professional aspirations. Students will complete the Common Application forms throughout the school year to help prepare them for college applications. Upon completion of this course, proficient students will know and exhibit soft skills (e.g. teamwork, creative thinking, and problem solving), as well as more technical skills (e.g. written communications) related to career exploration and experience. Students will learn how to successfully transition into a recognized career program of study.
- **Career Education:**
 - The goal of this course is to expose students who are interested in pursuing an educational career in some capacity. This could include, but is not limited to, becoming a classroom teacher, educational support person in the areas of inclusion, psychology speech, counseling, etc. Students will gain practical experience throughout the building through hands-on activities assigned by the staff member(s) they are working with during the year.

ELECTIVES

- **Academic Strategies:**
 - This is a full year course designed to help students learn the skills and techniques that support academic achievement. Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, the academic strategies class encourages students to take control of their learning by exploring varying strategies for success.
 - This course will also help students learn how to better plan, manage, organize and complete their work. This generation of digital natives has incredible demands on their attention. Learning how to focus, prioritize, and self-monitor has never been more important.
- **English as a Second Language (ESL):**
 - The Innovative Arts Academy Charter School shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The goal of the ESL Program is to provide English Language

Learners (ELLs) with instructional support that will enable them to participate fully in their educational experience in our schools and in their social lives in our community. The objectives of the ESL program are to develop basic interpersonal communication skills (BICS), cognitive academic language proficiency (CALP), proficiency in the language domains of listening, speaking, reading, and writing, competence in intercultural interactions, and to encourage participation in the full range of instructional activities in the regular education curriculum and in extracurricular activities in our schools.

- The program components ensure each student receives instruction geared towards helping the student achieve the PA academic standards in reading, writing, speaking, and listening, and allowing the students the opportunities they need to become proficient in the use of the English language. The ESL program provided to ELLs will include direct language instruction as well as adaptations to instruction and assessment in all content areas, both of which must be commensurate with the student's level of English proficiency.
- ELD must be incorporated into all classes taught by non-ESL licensed teachers in which ELs are enrolled. These teachers are responsible for deliberately planning for and incorporating language instruction as well as the supports, modifications, and accommodations needed to allow ELs to access the standards to which the course is aligned.
- **Keystone Algebra Remediation:**
 - Keystone Algebra Remediation is a full year course that is open to 11th grade and 12th grade students that have not scored proficient or higher on their Algebra Keystone. The course is a review of fundamental Algebra concepts and is designed to increase the likelihood of proficiency during the exams. This course is aligned to the Keystone standards and will build vocabulary, increase academic rigor, and review every anchor on the exam. Students must have already taken Algebra I prior to taking the course. The class is quick paced and attendance is crucial for success.
- **Keystone Biology Remediation:**
 - Keystone Biology Remediation is a full year course that is open to 10th graders and up that have not scored proficient or higher on their Biology Keystone. The course is a review of fundamental biology concepts and designed to increase the likelihood of success during the exams. This course is aligned to the Keystone standards. Students must have 1 year of Biology to take the course Units include but are not limited to: Biological Principles, Chemical Basis for Life, Bioenergetics, Homeostasis and Transport, Growth and Reproductions, Genetics, Theory of Evolutions and Ecology. The class is dynamic with multiple STEAM based lessons and projects. The class is quick paced and attendance is crucial for success.

- **Keystone Literature Remediation:**
 - Keystone Literature Remediation is a full year course that is open to 11th grade and 12th grade students that have not scored proficient or higher on their Literature Keystone. The course is a review of fundamental English literature concepts and is designed to increase the likelihood of proficiency during the exams. This course is aligned to the Keystone standards and focuses on reading and writing skills. Students must have already taken the trigger course prior to taking the course (i.e. World Literature, English 10, etc.). Reading and writing skills include but are not limited to: reading fiction and nonfiction for meaning as well as analyzing and interpreting fiction and nonfiction literature via analyzing an author’s purpose, determine and clarify meaning of vocabulary, comprehend literature during the reading process, compare, analyze, and evaluate literary forms, identify and analyze literary identify, and analyze text appropriate strategies to identify and analyze essential and nonessential information, organization and structure, devices, and patterns. The class is quick paced and attendance is crucial for success.
- **PSSA Prep Math/Science:**
 - This course is designed for 8th grade students who have not scored proficient or higher on their 7th grade PSSA in math. It will also prepare 8th grade students for the Science PSSA taken in the spring of 8th grade.
- **SAT Prep:**
 - This course prepares students for taking the SAT test. We use a variety of resources including “SAT Elite 2022” by McGraw Hill paper copy and online version. In addition to this we engage students in reading and writing response activities, as well as Math brush - ups.
- **Social Emotional Learning - 6-12:**
 - This course aims to educate the “whole student”; support students' capacity to know themselves, build and maintain supportive relationships, and participate in their school communities as socially responsible citizens; and foster academic achievement. Students will engage in lessons to help them be more mindful and socially aware.

ENGLISH

- **Reading - 6:**
 - This course is designed to fulfill the 6th grade Common Core Standards administered by the state of Pennsylvania. Students will further develop reading, writing, listening, and communication abilities through the study of language and literature.
 - Students will engage in activities that include, but are not limited to, independent seatwork, group work, projects, writing tasks, and exams. Students will develop

skills in the following areas: informational, fiction, argumentative, poetry, historical, biographical, and drama readings. Each unit revolves around a thematic essential question that is designed to increase student understanding of the world as it connects to literature. This course is designed to increase literacy skills, emphasize analytical thinking, and increase comprehension skills.

- **Reading - 7:**

- This course is designed to fulfill the common core standards administered by the state of Pennsylvania. Students will further develop reading, writing, listening, and communication skills through the study of language and literature. Coinciding with the curriculum, students will engage in.
- Students will engage in activities that include, but are not limited to, independent seatwork, group work, projects, essays, exams, and infrequent homework assignments.

- **Reading - 8:**

- This course is designed to fulfill the common core standards administered by the state of Pennsylvania. Students will further develop reading, writing, listening, and communication skills through the study of language and literature. Coinciding with the curriculum, students will engage in .
- Students will engage in activities that include, but are not limited to, independent seatwork, group work, projects, essays, exams, and infrequent homework assignments.

- **English Language Arts - 6:**

- This course is designed to fulfill the 6th grade Common Core Standards administered by the state of Pennsylvania. Students will further develop writing, listening, and communication skills through the study of language.
- Students will engage in activities that include, but are not limited to, independent work, group work, essays, projects, writing tasks, and exams. Students will develop skills in basic grammar and foundational writing concepts, as well as in the following areas of writing: narrative, informational, research, argumentative, and creative. Each unit revolves around a thematic essential question that is designed to increase student understanding of the world as it connects to written language. This course is designed to increase communication skills and emphasize critical thinking skills.

- **English Language Arts - 7:**

- This course is designed to fulfill the 7th grade Common Core Standards administered by the state of Pennsylvania. Students will further develop writing, listening, and communication skills through the study of language.

- Students will engage in activities that include, but are not limited to, independent work, group work, essays, projects, writing tasks, and exams. Students will develop skills in basic grammar and foundational writing concepts, as well as in the following areas of writing: narrative, informational, research, argumentative, and creative. Each unit revolves around a thematic essential question that is designed to increase student understanding of the world as it connects to written language. This course is designed to increase communication skills and emphasize critical thinking skills.
- **English Language Arts - 8:**
 - This course is designed to fulfill the common core standards administered by the state of Pennsylvania. Students will further develop reading, writing, listening, and communication skills through the study of language and literature. Coinciding with the curriculum, students will engage in .
 - Students will engage in activities that include, but are not limited to, independent seatwork, group work, projects, essays, exams, and infrequent homework assignments.
- **Introduction to Literature:**
 - This prerequisite to this course is the successful completion of Grade 8 English Language Arts and Reading. Introduction to Literature is designed to fulfill the Common Core standards administered by the state of Pennsylvania. Students will further develop reading, writing, listening, and communication skills through the rigorous introduction of American and world literature as it applies to both fiction and nonfiction.
 - Students will critically read and evaluate various forms and types of texts including novels, poetry, informational texts, short stories, essays, and visual texts. Students will also identify, discuss, and apply key elements of each specific literary genre. In addition to identifying and discussing the elements of literature, this course will also provide students with a wide range of critical perspectives for reading literature.
- **World Literature:**
 - This prerequisite to this course is the successful completion of Introduction to Literature or an English 9 equivalent. This course is designed to fulfill the common core standards administered by the state of Pennsylvania. Students will further develop reading, writing, listening, and communication skills through the rigorous study of literature from around the world. Coinciding with the curriculum, students will also engage in college and workplace readiness activities in preparation for life after high school.
 - Students will critically read and evaluate various forms and types of texts including novels, poetry, informational texts, short stories, essays, and visual texts. Therefore, they will engage in activities that include but are not limited to,

independent seatwork, group work, projects, essays, exams, and infrequent homework assignments in regards to literacy and novel studies. As with all of Innovative Arts Academy's English courses, World Literature is designed to emphasize critical thinking and equip students to be successful members of an increasingly global society and economy.

- **American Literature:**

- This prerequisite to this course is the successful completion of Introduction to Literature and World Literature or an English 9 and English 10 equivalent. This course is designed to fulfill the Common Core standards administered by the state of Pennsylvania. Students will further develop reading, writing, listening, and communication skills through the rigorous study of the English language and American traditions, both fiction and nonfiction, in literature. Coinciding with the curriculum, students will engage in college and workplace readiness activities in preparation for life after high school.
- Students will critically read and evaluate various forms and types of texts including novels, poetry, informational texts, short stories, essays, and visual texts. Therefore, they will engage in activities that include, but are not limited to, independent seatwork, group work, projects, essays, exams, and infrequent homework assignments in regards to literacy and novel studies. As with all of Innovative Arts Academy's English courses, American Literature is designed to emphasize critical thinking and equip students to be successful members of an increasingly diverse and culturally responsive society.

- **British Literature:**

- This prerequisite to this course is the successful completion of Introduction to Literature, World Literature, and American Literature or an English 9, English 10, and English 11 equivalent. This course is designed to fulfill the common core standards administered by the state of Pennsylvania. Students will further develop reading, writing, listening, and communication skills through the rigorous study of written English and British tradition, both fiction and nonfiction, in literature. Coinciding with the curriculum, students will also engage in college and workplace readiness activities in preparation for life after high school.
- Students will critically read and evaluate various forms and types of texts including novels, poetry, informational texts, short stories, essays, and visual texts. Therefore, they will engage in activities that include, but are not limited to, independent seatwork, group work, projects, essays, exams, and infrequent homework assignments in regards to literacy and novel studies. As with all of Innovative Arts Academy's English courses, British Literature is designed to emphasize critical thinking and equip students to be successful members of an increasingly global society and economy.

- **Resource Room ELA:**

- Resource Room ELA is provided to those students who have an Individualized Educational Program (IEP) and are in need of small group, direct instruction in the areas of reading and writing. An evaluation, which was completed by the school's Multi-Disciplinary Team (MDT), of which the student's parent/guardian is a part, has determined that the student needs this level of instruction. Instruction is provided by special education teachers who have been trained in how to implement reading instruction using scientific, research-based methodologies. This full year course is designed to assist the student in diminishing the educational gaps which exist in the student identified with a disability, who is not functioning at the same level as their non-disabled peer. Criteria for receiving Resource Room ELA/Reading is determined on a case-by-case basis; not all students who are identified with a disability will require this level of intervention. Quarterly progress monitoring, collected and interpreted data, which is a required part of the student's IEP, is used to determine the continued need for this level of academic intervention. The curriculum which is taught is based on the student's academic area of need.

MATH

- **Math - 6:**
 - 6th Grade Mathematics is a year-long course that begins with fraction and decimal operations, Ratios, rates and percentages apply these skills to problem solving. Plotting ordered pairs in the Coordinate Plane precede the introduction of expressions, variables and algebraic thinking. Measures of central tendency are introduced and provide a foundation for statistics. Finally, Geometry focuses on three dimensional figures with the calculation of surface area and volume. Assessments include projects, quizzes and tests
- **Math - 7:**
 - Math 7 is a year-long program for students in Grade 7. Topics include Rational Numbers; Ratios and Proportional Relationships; Expressions; Equations; and Geometry (Area, especially of Circles). Emphasis is on algebraic thinking and solving equations. Assessments include tests, quizzes, and projects.
- **Math - 8:**
 - Math 8 is a year-long program for students in Grade 8. It includes a Core Math class every day, and a Math Test Prep class every other day. The areas of study include: Real Numbers; Radicals, Exponents, and Scientific Notation; Proportional Relationships, Lines, and Linear Equations; Functions; Geometry (Pythagorean Theorem, Transformations, and Volume of circular objects), and Statistics and Probability. Assessments include tests, quizzes, and projects.
- **Pre-Algebra:**
 - Pre-Algebra is a full year course offered to 9th grade students who were not proficient or higher on the 8th grade PSSA. This course will review 8th grade

concepts and introduce algebraic concepts. This will prepare students to be more successful taking Algebra I the following year.

- **Algebra I:**
 - Topics include Equation writing and solving techniques, Linear functions and slope, Writing and solving systems of equations, Exponents and the Exponential function, Working with Polynomials, Graphing and solving quadratics. Weekly quizzes, Tests are every 2 - 3 weeks.
- **Algebra II: -**
 - A course for 10th or 11th graders who have successfully passed Algebra I. Topics include Solving Linear Equations, Relations and Functions, Quadratic Functions, Polynomials and Polynomial Functions, Inverses and Radical Functions, Exponential and Logarithmic Functions, and Rational Functions. The course is written to be completed within one full school year, assessed using quizzes, tests and four (4) projects
- **Geometry:**
 - This course will cover fundamental information and skills required to solve problems in 2-dimensional and 3-dimensional geometry. Topics covered will include properties of circles, spheres, and cylinders; properties of polygons and polyhedra; congruence, similarity, and proofs; coordinate geometry and right triangles; measurements of two-dimensional shapes and figures; and measurements of 3-dimensional shapes and figures. Mathematical skills such as perseverance in problem-solving and abstract reasoning will be emphasized. Students will be supported in developing a mathematical academic vocabulary.
- **Business Math:**
 - This is a 12th grade course designed to introduce students to some of the mathematics used in the business world. The course starts by reviewing several basic mathematical concepts that will be used throughout the course. Then we move into applying those concepts to the world of business. Topics of study include Banking, Trade Discounts, Invoices, Markups/downs, Payroll, Interest, Installment Buying, Financial Reports, Depreciation, Inventory, Taxes, Investments, and Statistics. This course is available to students who have successfully completed Geometry.
- **Personal Finance:**
 - Personal Finance will demonstrate an understanding of: the career decision making process. money management, including budgeting, banking, saving, and investing. risk management, including property and automobile insurance. credit management, and much more. As a new subject offering at IAA, Personal Finance will continue to evolve on a yearly basis to help meet our students' needs and to focus on important topics that will help prepare our students for their financial future.

- **Resource Room Math:**

- Resource Room Math is provided to those students who have an Individualized Educational Program (IEP) and are in need of small group, direct instruction in the area of mathematics (concepts and applications). An evaluation, which was completed by the school's Multi-Disciplinary Team (MDT), of which the student's parent/guardian is a part, has determined that the student needs this level of instruction. Instruction is provided by special education teachers who have been trained in how to implement math instruction using scientific, research-based methodologies. This full year course is designed to assist the student in diminishing the educational gaps which exist in the student identified with a disability, who is not functioning at the same level as their non-disabled peer. Criteria for receiving Resource Room Math is determined on a case-by-case basis; not all students who are identified with a disability will require this level of intervention. Quarterly progress monitoring, collected and interpreted data, which is a required part of the student's IEP, is used to determine the continued need for this level of academic intervention. The curriculum which is taught is based on the student's academic area of need.

SCIENCE

- **Physical Science:**

- Physical science is a full year course that is offered to all sixth grade students. This course introduces students to the study of matter and energy while integrating various life science concepts. The units in this course include, but are not limited to, physical and chemical changes, body systems, laws of motion, chemical reactions, and energy. Students explore all content through experiments, activities, and projects that relate the topics to real-world experiences.

- **Earth Science:**

- Earth science is a full year course that is offered to all seventh grade students. This course introduces students to Earth, the systems, and the processes. The units in this course include, but are not limited to, the solar system, geological processes, Earth's systems, weather and climate, and evolution. Students explore all content through various experiments, activities, and projects that relate the topics to real-world experiences.

- **Life Science:**

- Life science is a full year course that is offered to all eighth grade students. This course directly aligns with the PSSA standards. This course integrates life science topics with physical science topics. The units will include, but are not limited to,

cells, cellular reproduction, infectious diseases, force, motion, and energy. Students explore all content through various experiments, activities, and projects.

- **Biology:**

- Biology is the study of living things. This course will explore principles of biology with an emphasis on cellular structure and function, and evolution. Topics will include microscope use, lab safety, cellular structure, cellular processes, cell division, genetics, taxonomy, evolution and ecology. The course consists of a mix of lectures and laboratory experiments. This course is to help students successfully prepare for the Pennsylvania State Keystone Biology Exam and to understand the living world around them.

- **Earth Science: (Earth and Space??)**

- Earth science is a full year course designed for tenth grade students. This course explores the study of geological history and features. The units will include, but are not limited to, hydrosphere, atmosphere, climate, the universe, plate tectonics, Earth's resources, and the rock cycle. Students will analyze concepts of Earth while evaluating factors that affect geological processes. Students will learn through various experiments, activities, and projects.

- **Anatomy:**

- Anatomy is a full year course designed for high school students. This course will focus on the study of the structure and function of the human body. The units will include, but are not limited to, cells, tissues, and systems of the body. Students will learn through various activities, explorations, and projects.

- **Environmental Science:**

- The study of Agricultural Science is the chance to look at the intersection between the environment and the human population. In this class, students will look at the different resources available on earth, how these resources can be utilized by society, and their effect on population size. Students will also analyze the relationship between humans and nature and the impact this relationship has on earth's species and other commodities.

- **Chemistry:**

- The study of Chemistry allows students to describe the matter that makes up the world around them and how that matter can undergo chemical and physical changes. Students will be introduced to basic chemistry concepts such as the properties of pure substances vs. mixtures, the periodic table, the structure of the atom, elements and chemical compounds, as well as chemical reactions.

SOCIAL STUDIES

- **Geography:**

- World Geography will provide students the opportunity to acquire an understanding of the interrelationships among people and their environments. Content to be covered will include, but not limited to, an understanding of the relationship between physical geography, natural resources and the economic, political, social, cultural, religious, and historic aspects of human activity as applied to a study of the following world regions:

- North America
- Latin America
- Europe
- Africa
- Asia
- Oceania and Antarctica

- **World Civilizations:**

- IAA's World Civilizations: students will learn how historians and geographers study the past in order to learn more about the present. Students will explore the history, geography, economics and civics of different regions and eras in order to broaden their knowledge of the world today.

- Module 1: Uncovering the Past
- Module 2: The Stone Ages and Early Cultures
- Module 3: The Fertile Crescent, Mesopotamia, and the Persian Empire
- Module 4: Kingdoms of the Nile
- Module 5: Ancient India
- Module 6: Ancient China
- Module 7: The Hebrews and Judaism
- Module 8: Ancient Greece
- Module 9: The Hellenistic World
- Module 10: Ancient Rome
- Module 11: The Growth of Christianity
- Module 12: Civilizations of Eastern Europe
- Module 13: The Rise of Islam
- Module 14: Early African Civilizations
- Module 15: Later Chinese Dynasties
- Module 16: Japan
- Module 17: Cultures of South and Southwest Asia

- **US History I:**

- IAA's United States History 8: students will learn about the people and events that have shaped our country. Through the study of history, geography, economics and civics, students will broaden their knowledge of the United States today. Unit topics will include:

- The New World- Colonization

- The Fight for a New Nation
 - The War of 1812
 - A New Age
 - American Expansion
 - Regional Life
 - On the Eve of War
- **US History II:**
 - IAA's United States History 9 course serves to teach our students how the United States of America developed since the Civil War. From the end of the Civil War until present day we will explore and learn about the foundation and growth of the United States. Students will utilize many tools in this course. These will include note-taking, debates, presentations, primary and secondary source documents, worksheets, videos, homework assignments, and DBQ based units to help enhance the course understanding. Students will leave this course with an understanding of the construction of America and an understanding of the people and events that shaped the country. During the course students will learn about the following topics:
 - - The Civil War
 - - Reconstruction
 - - Westward Expansion
 - - Industrialization
 - - Immigration and Urbanization
 - - Progressivism - U.S. Imperialism
 - - World War 1 - The Roaring Twenties
 - - The Great Depression
 - - The New Deal - World War II
 - - Nixon and Watergate
 - - Into a New Millennium
 - - The U.S. in the 21st Century
- **World History:**
 - IAA's World History 10 course serves to teach our students a modern view of world history from the rise of democratic ideas through modern world conflicts. Students will utilize many tools in this course. These will include note-taking, debates, presentations, primary and secondary source documents, worksheets, videos, homework assignments, and many other activities that will help the learning process. During the course students will learn about the following topics:
 - Module 1: The Rise of Democratic Ideas
 - Module 2: The Muslim World
 - Module 3: Empires in East Asia

- Module 4: The Early Middle Ages
- Module 5: Church and Society in Western Europe
- Module 6: Societies and Empires of Africa
- Module 7: People and Empires in the Americas
- Module 8: The Renaissance
- Module 9: Reformation and Upheaval
- Module 10: Expansion, Exploration, and Encounters
- Module 11: Absolute Monarchs in Europe
- Module 12: Enlightenment and Revolution
- Module 13: The French Revolution and Napoleon
- Module 14: Revolutions Sweep the West
- Module 15: The Industrial Revolution
- Module 16: The Age of Democracy and Progress
- Module 17: The Age of Imperialism
- Module 18: Transformations around the Globe
- Module 19: World War I
- Module 20: Revolution and Nationalism
- Module 21: Years of Crisis
- Module 22: World War II
- Module 23: Cold War Conflicts
- Module 24: The Colonies Become New Nations
- Module 25: Struggles for Democracy
- Module 26: Global Interdependence

- **Civics and Government:**

- The IAA's Civics course serves to teach our students the basic structure of the U.S. government as well as what it means to be a citizen, past and present. Through seven units, students will discuss federal, state and local government structure. In addition, the relationship between citizens and government, society and the economy will be covered. Students will utilize many tools in this course. These will include note-taking, debates, presentations, primary and secondary source documents, worksheets, videos, homework assignments, and many other activities that will help the learning process. During the course students will learn about the following topics:
 - A Tradition of Democracy
 - The Federal Government
 - State and Local Government
 - The Citizen in Government
 - The Citizen in Society

- The American Economy
- The United States and the World