

# Innovative Arts Academy Charter School



## 2024-2025 Program of Studies

**I. Graduation Requirements - Minimum**

**Starting with Class of 2025 = 22 Credits**

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

**Starting with Class of 2026 = 24 Credits**

Credits	Subject
4	English
3	Math
3	Science
3	Social Studies
4	Arts/Humanities
1	Health & PE
5	Electives
1	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
Life Science	Earth Science	Physical 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/ELA/Science
Social Emotional Learning	PSSA Prep/Math/ELA	Social Emotional Learning
	Career Readiness	

### HIGH SCHOOL:

Grade 9	Grade 10	Grade 11	Grade 12
Intro to Literature	World Literature	American Literature/Keystone Literature Remediation	British Literature
Pre-Algebra/Algebra I	Algebra I/Algebra II	Algebra II/Geometry/Keystone Algebra Remediation	Personal Finance
Biology	Earth and Space Science/Keystone Biology Remediation	Earth and Space Science/Anatomy/Environmental Science	Anatomy
US History II		World History	Street Law
Major - Level	Major - Level	Major - Level	Capstone
Career Explorations	Employability	Employability	
Spanish	Spanish II/Election Process	Teacher's Assistant/ASL/Spanish III	Teacher's Assistant/ASL/Spanish III

	Spanish II		Spanish III
Social Emotional Learning	Social Emotional Learning	Social Emotional Learning	
Health/PE		Health/PE	Health/PE

**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. This opportunity is only offered to students in eleventh and twelfth grades.

#### 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.
- **Basic Dance I - Quarterly Rotation**
  - 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**
  - 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 - Full Year**(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: INTERMEDIATE DANCE - Full Year** (Prerequisite: Successful completion of Dance I 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 I 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 III: ADVANCED DANCE - Full Year**(Prerequisite: Successful completion of Dance II and/or Audition Placement/Teacher Approval)
  - Dance Level III is designed to challenge our most advanced dancers. In Level III, 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 Portfolio & Entrepreneurship - Full Year**
  - In level 3, 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.
- **Mass Communications 7: Quarterly Rotation**
  - 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: Quarterly Rotation**
  - 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, Publishing and Creative Reporting/Writing & Media Writing - Full Year**
  - 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.
  - 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, Marketing, Public Relations, and Advertising - Full Year**
  - 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.
  - 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/Film Production - Full Year**
  - 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.
- 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.
- **Visual Arts Rotation 7: Quarterly Rotation**
  - 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: Quarterly Rotation**
  - 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: Full Year**
  - 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: Full Year**
  - 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.
  - Mixed Media Art is a 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/ 3D Art:**
  - 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.
  - 3D Art is a 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.

- **Liberal Arts Major Level I: Public Speaking - Full Year**
  - This course is designed for students new to public speaking and oral communications. Thus, the first half of the course is a scaffolded approach, giving students a foundation in oral communications principles and successful experiences with quick speeches in front of the class or in small groups.
- **Liberal Arts Major Level II: Psychology - Full Year**
  - This course communicates the theory and application of psychology principles in understandable, age-appropriate language. Students will explore the overarching themes represented in the American Psychology Association National Standards and present current knowledge in the field of psychology in developmentally appropriate ways. They will also develop critical thinking and engage in the learning process with Quick Case Studies and Hands-on Chapter Projects.
- **Liberal Arts Major Level III: Sociology - Full Year**
  - This course invites students to take sociology with them in their daily lives. This program includes strong coverage of race, ethnicity, and globalization. The approachable material encourages students to develop their sociological imaginations and start to think like a sociologist. Students learn to apply sociology's three theoretical frameworks to the world around them.

## 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 High School:**

- 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 High School:**

- 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 Explorations:**

- 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.

- **Employability:**

- Career readiness is an essential part of the educational process for students to prepare for college and careers. The curriculum is based on the nine areas of the Employability Skills Framework developed as part of the Support for States Employability Standards in Career and Technical Education (CTE) and Adult Education project, an initiative of the Office of Career, Technical, and Adult Education, U.S. Department of Education.

- **Teacher's Assistant:**

- 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**

- **PSSA Prep Math/ELA/Science:**
  - This course is designed for 6th-8th grade students to help them review and strengthen skills in preparation for state testing in the spring.
  - **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.
- **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.
- **American Sign Language:**
  - Provides an introduction to American Sign Language and the culture of the deaf community. Students will develop basic communication skills in the manual-visual mode to facilitate meaningful communication with members of the deaf community. Students will learn fingerspelling, basic vocabulary, and simple sentence structure. Introduction to American Sign Language including basic expressive and receptive skills, the manual alphabet, facial expression, and body gestures. Emphasis on conversational skills in functional situations, simple sentence structure, and knowledge of the Deaf culture and the Deaf community. This is a dual enrollment course through Lehigh Carbon Community College.

## **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.

- **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.

- **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 Multidisciplinary 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.

- **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.

- **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 Multidisciplinary 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 full year 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.
- **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.

- **Earth and Space Science:**

- 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.

- **Environmental Science:**

- The study of Agricultural Science is the chance to look at the intersection between the environment and the human population. In this full year course, 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.

- **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.

## **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
- **Street Law**
    - This course provides students with practical, relevant content that they can use in their daily lives, while developing skills that are important for civic and workplace success. Street Law's curriculum and resources can support a variety of social studies needs, including aligning with a number of Common Core English Language Arts literacy standards.
- **Election Process:**
    - The IAA's Election Process course serves to teach our students the basic structure of the U.S. government as well as what it means to be a citizen. Through four units, students will discuss federal, state and local government structure. In addition, the relationship between citizens, government and society 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:
      - Foundations of Government
      - The US Constitution and Rights and Responsibility
      - State and Local Government
      - The Political System

## **Dual Enrollment**

The Dual Enrollment program is available to students in 11th and 12th grades who possess a GPA of at least 3.2, have an attendance record of at least 85%, and have a letter of recommendation from administration. Dual enrollment provides students with opportunities to take college course offerings from Lehigh County Community College (LCCC). Students are

simultaneously enrolled at IAA and LCCC. Tuition will be paid for by the student's family and half will then be reimbursed for courses that are passed with a "B" or higher.

The benefits for students successfully completing dual enrollment courses:

- Students are able to receive college credit while in high school at a reduced cost, saving tuition toward college.
- Students are able to experience the rigors of a college classroom before entering college.
- This assists students in easily transitioning from high school to college because they have a better understanding of the expectations.
- Completing dual enrollment courses can shorten the time it takes a student to receive a college degree.