

# Odyssey Charter High School



## Course Catalog

---

**2022-2023**

## **TABLE OF CONTENTS**

<b>Odyssey Charter High School Philosophy</b>	<b>2</b>
<b>Odyssey Charter High School Course Catalog</b>	<b>3</b>
<b>Odyssey Charter High School Counseling Department</b>	<b>3</b>
<b>Graduation Requirements</b>	<b>3-4</b>
<b>Supporting All Learners</b>	<b>4-5</b>
<b>Odyssey Charter High School Learning Opportunities</b>	<b>5-6</b>

## **COURSE DESCRIPTIONS**

<b>English Language Arts</b>	<b>7-10</b>
<b>Mathematics</b>	<b>11-13</b>
<b>Science</b>	<b>14-16</b>
<b>Social Studies</b>	<b>17-21</b>
<b>World Language Program</b>	<b>21-23</b>
<b>Physical Education/Health</b>	<b>24</b>
<b>Career Pathways</b>	<b>25-34</b>
<b>General Elective Coursework</b>	<b>35</b>

# ODYSSEY CHARTER HIGH SCHOOL PHILOSOPHY

## Mission

The Mission of the Odyssey Charter School is to prepare students for a lifelong enthusiasm for learning, develop a keen awareness of world citizenship and culture and establish critical thinking and problem-solving proficiency through the added learning of the Modern Greek language and Mathematics focus.

## Core Philosophy

The core philosophy of Odyssey Charter School is that students from all walks of life will establish a lifelong enthusiasm for learning, will become critical thinkers and problem solvers, and will develop a keen awareness of world citizenship when challenged with a structured bilingual and rigorous core curriculum occurring in a nurturing environment.

Odyssey Charter Students will understand and appreciate the ideals of Hellenism, including the continual pursuit of higher education, the adoption of democratic methods, environmental sustainability, and the respect of others personal beliefs through exposure to the classic Greek language and culture, in a context of mathematics, science and philosophy.

## **The goal of Odyssey Charter School is to provide students with an enriched learning environment that will:**

- Enable students to excel academically by providing a structured dual language program integrated with a rigorous core curriculum, while encouraging the development of effective critical thinking and problem-solving skills.
- Enhance each student's understanding of Mathematics, English, Science, and other Western languages by utilizing the Modern Greek language, with a Mathematics focus as a vehicle to explore the roots of vocabulary, mathematical concepts, and scientific theories.
- Prepare students to demonstrate exceptional understanding and academic achievement through standardized testing and other credentialing methods.
- Assist students in the development of a broader world view through exposure to other World cultures.
- Teach students the value of respectful and responsible citizenship as a critical component to the development of an appreciation for democracy and diversity.
- Nurture and value the special qualities and abilities of each student in a way that will foster a desire to become academically and educationally successful.
- Encourage the involvement and engagement of parents in the education process to enhance and enrich learning opportunities for students.

# ODYSSEY CHARTER HIGH SCHOOL COURSE CATALOG

The information contained within this catalog is designed to assist students and their families in making course selections for the next school year. The information should be read carefully, and students should engage in dialogue about required, pathway, and elective courses with parent(s)/guardian(s), teachers and school counselor and/or work-based learning coordinator. When requesting courses, students, parents, and the school counselor should evaluate current grades, test scores, career goals and interests, as these important decisions are made. **It should be understood that when making course selections students are requesting the courses that they would like to take. The selections are not a guarantee of placement in a particular course.**

## ODYSSEY CHARTER HIGH SCHOOL COUNSELING DEPARTMENT

School counseling services are available for every student in the school. These services include, but are not limited to, assistance with educational planning, interpretation of test scores, occupational and career information, academic and personal counseling, college selection and application process, scholarship and financial aid, or any concerns the student might feel they wish to discuss with the counselor. If, at any time during the course selection process, students and/or parents wish to meet with a counselor, appointments can be made with the school counselor.

Corrections to schedules may be granted for the following reasons:

1. Student was placed in the incorrect level course (i.e., college prep to honors, etc.).
2. Student is a senior and is missing a course required for graduation.
3. Student is scheduled for a course in which they have already earned credit.
4. Student schedule is missing a class, all students will be scheduled for 8 credits per year.

**Students will be allowed to submit their schedule correction requests until the 7th calendar day after the 1st day the class meets. For example, Class A meets for the first time on Sept. 7th, the student has until Sept. 14th to submit a correction request.** Requests MUST be submitted via the schedule correction form link that will be made available through Schoology. No change of course level will be made without the express written permission of the parent/guardian via email.

## GRADUATION REQUIREMENTS

State Requirements	Odyssey Charter High School Graduation Requirements
4 English	4 English
4 Mathematics (Algebra 2 required)	4 Mathematics (Algebra 2 required)
3 Social Studies (US History required)	3 Social Studies (US History required)
3 Science (Biology required)	3 Science (Biology required)
2 World Language	3 Greek Language/Studies
1 Physical Education	1 Physical Education
1/2 Health	1/2 Health
3 Career Pathway	3 Career Pathway
3.5 Electives	3.5 Electives
<b>24 Total</b>	<b>25 Total</b>

Odyssey Charter School requires successful completion of three credits of Greek Language/Greek Studies for graduation. For new students entering OCHS in ninth grade, two of those credits must be Greek Language acquisition. For students previously enrolled at OCS *and* who earn a passing score on the Greek Language proficiency exam, these students will enroll in Greek Studies coursework, with the option of enrolling in Advanced Greek or another foreign language through electives.

Incoming freshmen will request courses as part of their enrollment process at Odyssey Charter High School. Students will be required to select two career pathway introductory courses, and two alternates for their 9th grade year. During the 10th grade course selection process they will declare their career pathway for high school. Students will not be permitted to change pathway selection after 10th grade. This ensures that each student will be in a position to complete their career pathway graduation requirement.

## Supporting All Learners

Here at Odyssey Charter High School we recognize that everyone learns differently and at different rates. When students find that their instruction is planned for their unique needs, they thrive. OCHS offers different support and services to make sure all students' needs are met and our students are encouraged to become strong self-advocates of their own learning. As an organization we are committed to growing, evolving, and implementing research based practices to support all of our students.

### **English Language Learner (ELL) Support**

Odyssey is a linguistically and culturally diverse learning community and the English Language Learning program supports students at all stages throughout their journey in English language acquisition. High School English Learners have access to individual support in reading, writing, listening and speaking according to their specific needs, as well as access to online learning opportunities to build background knowledge and develop content-specific academic language. The goal of the ELL program at Odyssey is for all students to reach the highest level of academic success and English language proficiency.

### **Special Education at OCHS**

Each of our students at Odyssey Charter High School has their own diverse strengths and opportunities for learning that they bring to the learning environment. The Student Services Department oversees the implementation and staff development of the supports, services, and instruction they receive to ensure that each individual student is receiving what they need to succeed.

At the high school level, students may need supports such as extended time in some of their courses. These students will have a Special Education case manager to support them in an inclusive model in the classroom based upon their content need areas. Our inclusive classes offer a smaller teacher to student ratio and offers a chance for targeted small group instruction. These students will also have a small group course with their Special Education case manager to go over skills and strategies that best help them learn and plan for success as they formulate what they would like to pursue after high school graduation.

### **Skills Support (1 credit)**

This class is designed for students who have an Individualized Education Plan (IEP) that specifies their own unique learning goals, their specifically designed instruction, and their accommodations or supports in courses. A certified Special Education teacher/case manager will plan and instruct this course. They will review their IEP's with the students, teach them instructional skills and strategies to support their learning, offer small group and individual instruction, review transition skills and activities, and so much more. Students will focus on their Individualized Transition Plan (ITP) inside their secondary IEP to build skills for their own employment, post-secondary education/training, and independent living goals.

## **ODYSSEY CHARTER HIGH SCHOOL LEARNING OPPORTUNITIES**

### **College Preparatory (CP)**

All courses offered are college prep unless otherwise indicated. College preparatory classes are designed to provide a rigorous curriculum aligned with both the state standards and Common Core standards. These courses prepare students for a variety of postsecondary experiences, including higher education and/or the workforce.

### **Honors Courses (H)**

Honors courses are designed to challenge students who are considering applying to highly competitive colleges and universities. Students enrolled in these courses are expected to utilize independent learning and study skills, and complete additional projects presented by the instructor. Honors courses are different from College Preparatory in that instruction covers course material in greater depth and at a quicker pace. Odyssey Charter High School integrates a Pre-AP model into its Honors classes so that curricular materials and resources are aligned to AP outcomes and increases likelihood of success in AP exams.

### **Advanced Placement Courses (AP)**

AP courses are designed to challenge students who demonstrate a consistent record of outstanding academic achievement. Rich course material, vibrant classroom discussions and demanding assignments help these students develop content mastery and critical thinking skills expected of college students. The College Board (accredited organizer of AP curriculum and exams) audits all AP curriculum offered at Odyssey Charter High School. The College Board also develops and scores all AP examinations for each course. In addition to content, AP courses focus on preparation for these College Board AP tests. Successful completion of the course and a qualifying score on the corresponding AP exam can translate into college credits for our students. Further information about the College Board can be found at [www.collegeboard.org](http://www.collegeboard.org). ***Students enrolling in an AP course at OCHS are EXPECTED to take the corresponding AP exam in the spring. These exams must be paid for by the student/family. These exams are created through the College Board, a national organization that administers the PSAT, SAT and AP exams. Scholarships to support AP exam fees are available for families with demonstrated financial need. Students are required to enroll in their AP Classroom online within the 1st two weeks of school and order their AP exam by October 30th each school year.***

## Dual Enrollment

Students have the opportunity to enroll in college level courses and receive college credit. Odyssey Charter School has partnered with the University of Delaware and Delaware Technical Community College to provide opportunities to accelerate learning. Students who successfully complete these courses earn high school and college credit which can be presented to most post-secondary institutions (pending their requirements and approval). **When a student takes a Dual Enrollment course, they are responsible for the cost of the course and associated materials. Course tuition fees vary between institutions and courses and range from \$110 to \$600 per student.**

## Accepted AP Credits and Required Scores for Local Colleges

Advanced Placement & Post Secondary Alignment														
Accepted AP Credits and Required Scores for Most Widely Attended Colleges														
AP Courses Offered at Odyssey Charter HS	Delaware State University	Delaware Tech CC	Drexel University	Howard University	Penn State University	Salisbury University	Temple University	U. of MD Eastern Shore	University of DE	Widener University	Wilmington University	Towson University	University of Penn	West Virginia University
Human Geography	3	NI	4	4	3	3	3	3	3	3	3	3	NI	3
Environmental Science	3	4	4	NI	3	3	3	3	3	3	3	4	NI	3
Calculus AB	3	3	5	4	5	3	3	3	3	3	3	3	NI	4
Calculus BC	3	3	3	4	4	4	4	3	3	3	3	3	NI	3
Comp Science Principles	3	3	4	3	4	4	4	3	4	NI	3	4	5	4
Computer Science A	3	4	4	3	5	4	4	3	4	3	3	4	5	3
English Language & Composition	3	3	4	4	NI	4	3	3	3	3	3	3	NI	3
English Literature & Composition	NI	NI	4	4	4	NI	4	3	4	4	3	NI	NI	3
Statistics	3	3	4	4	3	3	3	3	3	3	3	3	5	3
Comparative Gov't & Politics	3	NI	4	NI	4	3	4	3	4	3	3	4	NI	3
African American Studies Pilot	NI	NI	NI	NI	NI	NI	NI	NI	NI	NI	NI	NI	NI	NI
Microeconomics	NI	NI	4	4	4	3	3	3	4	3	3	NI	NI	3
World History	NI	NI	4	4	4	3	4	3	4	3	3	NI	NI	4
*Colleges and Universities reserve the right to change the accepted score.														
All students who take an AP course are expected to take the AP Exam in May.														
For the 2022-23 School Year, African American Studies is a pilot course, scores will not be reported.														
NI=Not Identified														

# English Language Arts

Course	Grade	Credits	Prerequisites
English 9 College Prep	9	1.0	None
Honors English 9	9	1.0	“B” average or higher in 8 <sup>th</sup> grade English or Honors English
English 10 College Prep	10	1.0	Successful completion of English 9
Honors English 10	10	1.0	“B” average or higher in 9 <sup>th</sup> grade English or Honors English
English 11 College Prep	11	1.0	Successful completion of English 10
Honors English 11	11	1.0	“B” average or higher in 10 <sup>th</sup> grade English or Honors English
AP Language and Composition	11 or 12	1.0	“A” or “B+” average in Honors English 10 or 11, two-year sequence of Honors English, OR teacher recommendation
English 12 College Prep	12	1.0	Successful completion of English 11
Honors English 12	12	1.0	“B” average or higher in 11 <sup>th</sup> grade English or Honors English
AP Literature and Composition	12	1.0	“A” or “B+” average in Honors English 10 and 11, OR teacher recommendation
Creative Writing	10-12	1.0	Successful completion of English 9
Fact vs. Fiction	10-12	1.0	Successful completion of English 9
Public Speaking	9-12	1.0	None
Yearbook	9-12	1.0	None
Journalism	10-12	1.0	Successful completion of English 9

## English 9 College Prep – 0900

**1.0 Credit**

The ninth grade course of study serves as an introduction to the high school English program. Aligned to the Common Core Standards, English 9 incorporates literary, non-fiction, informative, and technical texts. A cohesive writing component, along with presentation and discourse, is integrated throughout the course to develop student’s communication skills. Students refine their grammar, vocabulary, and standardized test practice and study skills throughout the year.

## Honors English 9 – 0900H

**1.0 Credit**

This rigorous, entry-level course is for students who qualify for honors placement in English. Text complexity and learning outcomes are accelerated and advanced for the Honors student. Required writing includes the argumentative, the informative, and the narrative modes of expression with exacting diction, vocabulary, structure, and grammatical detail. Speaking and listening skills will adhere to the Common Core and will include literature circles and listening for content.



**English 10 College Prep – 1000****1.0 Credit**

Aligned to the Common Core Standards, English 10 is the continuation in this course of study. Literary, non-fiction, informative, and technical texts are further explored, and focus is placed with a student's ability to integrate information across texts and themes. A cohesive writing component, along with presentation and discourse is integrated throughout the course to develop student's communication skills. Students refine their grammar, vocabulary, and standardized test practice and study skills throughout the year.

**Honors English 10 – 1000H****1.0 Credit**

Text complexity and learning outcomes are accelerated and advanced for the Honors student. Required writing includes the argumentative, informative, and narrative modes of expression with exacting diction, vocabulary, structure, and grammatical detail. Speaking and listening skills will adhere to the Common Core and will include the Socratic method of debating, memorizing speeches, and listening for content.

**English 11 College Prep – 1100****1.0 Credit**

At the eleventh grade level, students will be reading various texts, including short stories, novels, and non-fiction articles. Students will use critical thinking, collaboration, and writing to interact with the texts to ensure each student is college and career ready. The writing component concentrates on the organization and development of the argumentative essay. Other types of composition such as the descriptive, compare-contrast, and expository are included. This course is designed to explore American Literature and follows content in the US History course.

**Honors English 11 – 1100H****1.0 Credit**

This course is designed for the student of superior ability and achievement in English studies, the student who is self-motivated and who can work/think independently. This course is designed to explore American Literature and follows content in the US History course. Selections are chosen that challenge the student's ability to critically analyze sophisticated writing from various perspectives. The course is aligned with Common Core Standards and skill sets focusing on both college/career readiness. Composition assignments require students to respond in a variety of rhetorical situations: e.g. from the relatively personal to the relatively detached; from informative/narrative to critical analysis; the research based process, strong organizational skills and focus on thesis development. SAT practice in critical reading will be studied prior to taking the SAT.

**AP Language & Composition – 1100AP****1.0 Credit**

The AP English Language and Composition course aligns to introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students are expected to take the AP exam in May.

**English 12 College Prep – 1200****1.0 Credit**

The senior English course emphasizes critical thinking, academic writing, and reading comprehension skills for college and career readiness. The course focuses on British Literature intensively, sampling works from several genres and literary periods.

Students will improve their abilities in literary analysis, grammar, syntax, and essay development through informative, argumentative, and analytical style writing; note-taking; whole and small-group discussions; and the creation and delivery of multimedia presentations. Students will be exposed to a variety of informational and literary texts from around the world.

**Honors English 12 – 1200H****1.0 Credit**

English 12 Honors develops critical thinking, academic writing, and reading comprehension with a higher level of rigor and expectation. The course focuses on British Literature intensively, sampling works from several genres and literary periods. It is recommended for students who took, and passed with a high degree of proficiency, English 11 Honors. Emphasis is placed on high-quality, academic essay writing. A major component of the course is a research-based, critical analysis of a major work of literature. Students will also gain experience in narrative, informative, argumentative, and analytical style writing; note-taking; whole and small-group discussions; and the creation and delivery of multimedia presentations. Students will participate in in-depth studies of informational and literary texts from around the world.

**AP Literature and Composition - 1200AP****1.0 Credit**

An AP English Literature and Composition course engages students in the careful reading and critical analysis of literature. Through close reading, students deepen their understanding of the ways writers use language to provide access through genres and themes. As they read, students consider a work's structure, style, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Emphasis is placed on analysis of literature and literary composition. This is a rigorous course and students are expected to take the AP Literature and Composition exam.

Prerequisite: AP Lang or English III

## **ENGLISH/LANGUAGE ARTS ELECTIVES**

**Creative Writing – 1300****1.0 Credit**

This course provides students with opportunities to develop their literary talents. It includes a study of varied forms of prose and poetry and gives students the experience to write creatively in different genres. In addition, students will contribute to publications.

**Fact versus Fiction – 1320****1.0 Credit**

This course will take a look at a variety of timely motifs (war, rite of passage, politics, and social acceptance, to name a few) and analyze the perceptions that are given to young people today through several different mediums. Predominantly, the class will view multimedia and read current news articles and short nonfiction essays to provide an overview of the chosen themes. Students will be required to discuss the current and prevailing attitudes, and write short analytical essays that explore their findings and beliefs on the topics chosen, and make one major presentation to the class on one specific theme.

**Public Speaking – 1310****1.0 Credit**

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. Students should also demonstrate the speaking, listening, and interpersonal skills necessary to be effective communicators in academic settings, in the workplace, and in the community.

**Yearbook – 0100/0102/0103/0104****1.0 Credit**

This full-year course is open to all students who are interested in producing the school's yearbook, *The Parliament*. In this course students will gain skills in one or more of the following areas: page design, advanced publishing techniques, copywriting, editing and photography while producing a creative, innovative yearbook that records school memories and events. It is understood that students should be willing to attend campus events with school-provided multimedia equipment. Participants gain useful, real-world skills in time management, marketing, teamwork, and design principles.

**Journalism – 0150/0152/0153/0154****1.0 Credit**

Students that enroll in this class will learn important journalism skills in the areas of news writing, editing, photography, layout/design, and other elements of production. During the class period students will learn about laws, ethical codes, formatting, interviewing, and the history of journalism. Outside of class students are expected to be able to attend school functions with school-provided multimedia equipment.

# Mathematics

Course	Grade	Credits	Prerequisites
Algebra 1	9	1.0	None
Algebra 2	9, 10, 11	1.0	Successful completion of Algebra 1
Honors Algebra 2	9, 10, 11	1.0	"B" average or higher in Algebra 1
Geometry	10,11	1.0	Successful completion of Algebra 2
Honors Geometry	10,11	1.0	"B" average or higher in Algebra 2
Pre-Calculus	10, 11, 12	1.0	Successful completion of Algebra 2 or department placement
Honors Pre-Calculus	10, 11, 12	1.0	"B" average or higher in Algebra 2
Honors Calculus	11, 12	1.0	"B" average or higher in Pre-Calculus
AP Calculus AB	11, 12	1.0	"B" average or higher in Honors Pre-Calculus, OR teacher recommendation
AP Calculus BC	12	1.0	Successful completion of AP Calculus AB
Honors Statistics	11, 12	1.0	"B" average or higher in Algebra 2 and/or Precalculus OR teacher recommendation
AP Statistics	12	1.0	"B" average or higher in Algebra 2 and/or Precalculus OR teacher recommendation
Financial Algebra	12	1.0	Successful completion of Algebra 2

\*Each student will be placed in the appropriate math program best suited to his/her math capabilities, based on performance and grades, prior coursework, teacher recommendation, and standardized test results. Teacher approval is required for AP courses.

## Algebra 1 – 2000

**1.0 Credit**

This is the first course in high school mathematics. It builds on ideas from middle school math such as: one-variable statistics, understanding of linear equations, and inequalities. Students begin the course by using representations to model relationships and constraints to reason about functions with linear relations. They will write, rearrange, evaluate, and solve equations and inequalities. They do this through working through systems of linear equations and inequalities. From there, students continue their study of functions by using function notation, domain and range, average rate of change, and features of graphs to represent, interpret, and communicate about graphs. They will do this with different types of functions including: linear functions, piecewise-defined functions, exponential functions, and quadratic functions. The course ends with a more extensive study of quadratic functions. They will use quadratic equations to model relationships and solve problems that involve a quadratic relation.

## Algebra 2 OR Honors Algebra 2– 2002/2002H

**1.0 Credit**

This is the second course in high school mathematics. It begins by building on the student's understanding of linear and exponential functions and their mathematical modeling of these types of functions. They are then led into situations where they need to use polynomials to model and study the graphs and expressions of different polynomials. Students will learn about rational functions and the existence of asymptotes and end behavior of those functions. Next, students will use exponent rules to solve equations using square and cube roots. Through this practice they will be introduced to the idea

of  $i$  and thus expanding their understanding of the number system to include complex numbers. Then, building off of their understanding of exponential functions, students will be introduced to logarithms to solve for unknown exponents, and are introduced to the number  $e$  and use it to model continuous growth. They will also analyze situations where they would use these functions to model them. Next, students will learn how to transform graphically and algebraically. Additionally, they will use the unit circle to understand trigonometric relations and how to use those functions to model periodic relationships.

### **Geometry OR Honors Geometry – 2001/2001H**

**1.0 Credit**

This is the third course in high school mathematics. It builds on middle school math study of transformations of geometric figures. Students will use definitions of congruence and similarity to prove triangle congruence and similarity theorems. They will use these theorems to also prove concepts involving quadrilaterals, and different types of triangles. Understanding similarity helps them transition into studying the basics of right triangle trigonometry. Students will find missing angles and sides of right triangles using these concepts. Additionally, they will use this knowledge to analyze word problems involving right triangles and missing sides or angles. Next, they will learn the effect of dilation on area and volume. Then they will use the transformations and the Pythagorean Theorem to create equations of circles, parabolas, parallel lines, and perpendicular lines. Then, students will be discovering relationships between segments and angles in circles, as well as begin to understand the concept of radian measures for angles. Lastly, students will determine how probabilities of combined events work.

### **Pre-Calculus OR Honors Pre-Calculus – 2003/2003H**

**1.0 Credit**

In the final high school math course before the more advanced subjects, students begin by reviewing a number of concepts that were previously covered and are now being expanded upon. It starts out with a comprehensive look at functions and their graphs, with generalizations on domain, range, asymptotes, end behavior, and transformations. Next, we get into rational functions, exponential, logarithmic, and applications and modeling using these functions. Then, students expand on their knowledge of trigonometric functions and their applications. We look at the graphs of sine, cosine, tangent, along with graphs of the new concepts: cotangent, secant, and cosecant. We also discuss inverse trigonometric functions and their applications. From there we get into the many situations where you can apply trigonometric functions. Next, students revisit systems of equations and inequalities and expand this to multivariable systems of equations or inequalities. Lastly, students will learn about 2-D geometric shapes such as ellipses, hyperbolas. In addition to the 2-D shapes, students practice the concept of conics and geometry in the third dimension.

### **Honors Calculus – 2004H**

**1.0 Credit**

This course provides a comprehensive survey of differential and integral calculus concepts, including limits, derivative and integral computation, linearization, the fundamental theorem of calculus, and differential equations. Content covers various applications, including graph analysis, linear motion, average value, area, volume, and growth and decay models.

### **AP Calculus AB – 2004AP**

**1.0 Credit**

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically,

numerically, and analytically, and verbally; and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

### **AP Calculus BC – 2005AP**

**1.0 Credit**

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

### **Honors Statistics – 2006H**

Students will be introduced to the major concepts and tools necessary for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes; exploring data, sampling and experimentation, anticipating patterns, and statistical inference. All students are expected to take the AP exam.

### **AP Statistics – 2006AP**

**1.0 Credit**

Students will be introduced to the major concepts and tools necessary for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes; exploring data, sampling and experimentation, anticipating patterns, and statistical inference. All students are expected to take the AP exam. This is a yearlong, alternate day, MATHEMATICS 59 course. Prerequisite: Algebra II Students taking this course are expected to take the AP exam.

### **Financial Algebra – 2007**

**1.0 Credit**

This course explores reasons why take-home pay is lower than salary as well as how to file income taxes. Students will use spreadsheets and real-world data analysis. The goal of this course is to prepare you for your financial life after high school.

# Science

Course	Grade	Credits	Prerequisites
Biology	9	1.0	None
Honors Biology	9	1.0	"B" average or higher in 8 <sup>th</sup> grade science
Physical Science	10, 11	1.0	Successful completion of Biology
Chemistry	10, 11	1.0	Successful completion of Biology
Honors Chemistry	10, 11	1.0	"B" average or higher in Biology, completion or co-enrolled in Algebra 2
AP Biology	10, 11, 12	1.0	Successful completion of Biology and Chemistry (Or taking Chemistry concurrently)
Environmental Science	11, 12	1.0	Successful completion of Biology and either Chemistry or Physical Science
AP Environmental Science	10, 11, 12	1.0	Successful completion of Honors Biology, successful completion of or co-enrolled in Algebra 2
Physics	11, 12	1.0	Successful completion of Chemistry and Algebra 2
Honors Physics	11, 12	1.0	"B" average or higher in Chemistry, successful completion of Honors Algebra 2 or A average in Algebra 2.
Astronomy	11, 12	1.0	Successful completion of Biology and Chemistry <b>OR</b> Physical Science
Dual Enrollment Medical Terminology	11, 12	1.0	Successful completion of Biology, Cumulative GPA 3.0+, (cost associated with this course)
Honors Anatomy and Physiology	12	1.0	"B" average or higher in both Biology and Chemistry

## **Biology – 3000**

**1.0 Credit**

This is a college preparatory course that approaches biology with the goal of helping all students understand and enjoy science by presenting lessons in an investigative approach that places students in the role of scientist. Many hands-on labs and group activities are used to encourage interactions with the material and one another. Concepts presented include: cell biology, genetics, and ecology. Completion of Biology is required for HS graduation.

## **Honors Biology – 3000H**

**1.0 Credit.**

This course is designed to challenge the academically talented student. The concepts covered and presentation approach of this program are the same as the college preparatory course (evolution, cell biology, genetics, and ecology), however, honors differs from the CP program in that the material will be covered in greater depth and a more detailed understanding will be required.

**Physical Science – 3010****1.0 Credit**

This course explores the fundamentals of chemistry, physics and earth science while introducing students to standard laboratory techniques. Topics include elements and compounds, atomic structure, chemical reactions, forces, motion, mechanics and energy.

**Chemistry – 3020****1.0 Credit**

The goal of the course is to prepare students for college science placement. Chemical theories and calculations are presented. Laboratory experiments will help to clarify some of the theories. Units of study will include atomic theory, nuclear chemistry, study of the periodic table, bonding, molecular geometry, the mole equation balancing, stoichiometry, solids, liquids, gasses, physical and chemical properties of matter, energy changes and the gas laws.

**Honors Chemistry – 3020H****1.0 Credit**

This course is designed for the student with an interest in a science related career. Chemical theories and calculations are presented. Laboratory experiments will help to clarify some of the theories. Units of study will include atomic theory, nuclear chemistry, a study of the periodic table, bonding, molecular geometry, the mole equation balancing, stoichiometry, solids, liquids, gasses, the physical and chemical properties of matter, energy changes and the gas law. Detailed problem solving required.

**AP Biology – 3000AP****2.0 Credits**

This course is designed around the AP Biology Curriculum Framework that focuses on the major concepts in biology and their connections. Additionally, the Curriculum Framework provides a basis for students to develop a deep conceptual understanding as well as opportunities to integrate biological knowledge and the science practices through inquiry-based activities and laboratory investigations without having to teach a textbook from cover to cover. This is a course that meets every day. Prerequisite: successful completion of Biology and Chemistry (Or taking Chemistry concurrently) Students taking this course are expected to take the AP exam.

**Environmental Science – 3040****1.0 Credit**

Environmental Science is the study of how people interact with the environment. This course looks at the problems associated with the environment as well as the different types of ecosystems found in our world. The relationship between organisms as well as the relationship between an organism and its environment will be the focus of this course.

**AP Environmental Science – 3040AP****1.0 Credit**

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



**Physics – 3050****1.0 Credit**

This course is designed for the non-science major who desires a greater conceptual understanding of physics. Emphasis is placed on qualitative study of central concepts of physics and how they relate to the world around us. Although the introductory class presents a conceptual understanding of classical physics, students should be capable of using and manipulating formulas to solve problems and possess graphing skills.

**Honors Physics – 3050H****1.0 Credit**

A laboratory oriented, problem-solving course for students who plan to attend a four-year college. Equal emphasis is placed on conceptual understanding of theory and solving problems based on physics concepts. Students must possess good mathematical skills such as graphing, problem-solving and manipulation. The content of this introductory course is a classical treatment of physics with units on mechanics, electricity, magnetism, waves, and optics.

**Astronomy – 3060****1.0 Credit**

The purpose of this course is to develop and apply knowledge of the universe and compare the conditions, properties, and motions of bodies in space. Students will study the universe and the conditions, properties, and motions of bodies in space. The content includes, but is not limited to, historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth as a system in space, the earth/moon system, the sun as a star, and stars.

**Del-Tech Dual Enrollment****BIO 100 Medical Terminology – 3080DE****1.0 Credit**

This course introduces terms that comprise the language of medicine. Topics include Greek and Latin prefixes, suffixes, and roots, and abbreviations as well as terms related to disease and surgical, laboratory, imaging, and clinical procedures. Emphasis is placed on defining, pronouncing, and appropriately using the terms in written and oral communication.

(cost associated with this course)

**Honors Anatomy and Physiology – 3070H****1.0 Credit**

This course is designed for students who are interested in going into health related programs such as medicine, health services, sports medicine, or physical therapy. Topics include a basic study of human body systems, movement analysis, and an understanding of homeostasis.

## Social Studies

Course	Grade	Credits	Prerequisites
Civics/Economics	9	1.0	None
AP Human Geography	9,10, 11, 12	1.0	"B" average or higher in Civics/Economics and English 9, Rising 9th grade students: "B" average or higher in 8th grade Honors English AND Social Studies, demonstrated reading level above 11th grade
World History	10	1.0	1 credit of Social Studies
AP World History- Modern	10, 11, 12	1.0	"B" average or higher in Social Studies Courses
U.S. History	11	1.0	2 credits of Social Studies
Honors U.S. History	11	1.0	"B" average or higher in Economics/Personal Finance or AP Human Geography
Dual Enrollment U.S. History: Post Civil War	11	1.0	"B" average or higher in Social Studies Courses (Should have one honors course prior)
Sociology	11, 12	1.0	2 credits of Social Studies
Personal Finance	10, 11, 12	1.0	1 credit of Social Studies
The History of Rock and Roll: From Charlie Patton to Beyonce'	11, 12	1.0	None
AP African American Studies Pilot	10, 11, 12	1.0	"B" average or higher in Social Studies Courses
AP Microeconomics	10, 11, 12	1.0	"B" average or higher in Social Studies Courses
Dual Enrollment Psychology	11,12	1.0	"B" average or higher in Social Studies Courses (Should have one honors course prior)
Food Studies - Culture & Environment	9, 10, 11,12	1.0	None
Food Studies - History & Power	9, 10, 11, 12	1.0	None
Hydroponic Learning Lab	9, 10, 11,12	1.0	None
Food Studies Capstone	11, 12	P/F	Food Studies: Culture and Environment, Food Studies: History and Power, OR Hydroponic Learning Lab

### **Civics/Economics or Civics/Economics Honors– 5000/5000H**

**1.0 Credit**

During the first half of the course, students will investigate and analyze the historical roots of our political system and examine how the public institutions and laws evolved throughout the generations. In the second half of the course students will explore how economic systems work and how quality of life is impacted by broad social goals. Areas of focus will include economic systems, microeconomics, macroeconomics, and international trade.

**AP Human Geography – 5020AP****1.0 Credit**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Emphasis is placed on geographic models and their applications.

**World History or World History Honors – 5090/5090H****1.0 Credit**

This course surveys world history from the sixteenth century to the present. Students will examine how societies have changed over time. Topics include political, social, economic, and cultural developments that shape the patterns of life on the African, American, Asian, and European landmasses. Themes to be examined include the Renaissance, the Enlightenment, revolutions, industrialism, and nationalism. This course will conclude with an overview of the complex problems facing the world today. In this course students will learn sound research methods and how to analyze primary and secondary sources.

**AP World History-Modern – 5090AP****1.0 Credit**

The AP World History-Modern course is equivalent to an introductory college-level course in World History. In AP World History-Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians; analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

**U.S. History or Honors U.S. History – 5030/5030H****1.0 Credit**

This course surveys the period of United States History from the Civil War to the present. Topics of interest include the Reconstruction, American Industrialization, the Progressive Era, American Imperialism and involvement in World War I., the Great Depression, World War II., the Civil War, and the Civil Rights Movement. Additionally, students will learn about political, economic, social and cultural events. Focus will be on historical thinking skills, vocabulary development, core content knowledge, and written communication skills. Students will engage in research, writing, analysis and interpretation of historical materials. Honors students will employ extended research projects and outside reading assignments to help students refine their individual thinking process, develop the participation skills for active involvement in their nation and the world, and extend skills needed for more advanced study in the discipline of history.

**Del-Tech Dual Enrollment****HIS 112 U.S. History: Post-Civil War – 5030DE****1.0 Credit**

This course surveys United States history through 1877 to present. The course covers political, social, cultural, and economic factors that shaped the pattern of life in the United States.  
(cost associated with this course)

**Sociology – 5040****1.0 Credit**

Sociology seeks to explain the nature of social order and disorder. The sociologist studies group interaction patterns, and attempts to explain them. Sociology can be useful in helping students understand today's society, and for developing a "sociological" perspective that can provide new insights. This course is organized around a collection of texts, group process activities and selected media. Central concepts studied include: culture, socialization, roles, status, class, and social change, problems of mass society, adolescence, marriage, family and social science research.

**Personal Finance – 5050****1.0 Credit**

Students will receive a foundation in financial planning that will allow them to learn the knowledge, skills, and processes required to make sound financial decisions and manage their own personal finances. The course will engage students in critical thinking, problem solving, and decision-making. Using knowledge gained from the course and information gleaned from the Internet, students create a personal portfolio of tools and data. The students are encouraged to keep their portfolios as a reference when making financial decisions as adults. Opportunities are also provided for participation in University of Delaware Center for Economic Education and Entrepreneurship sponsored programs such as Stock Market Challenge, Personal Finance Challenge, and Personal Finance Case Study Competition.

**The History of Rock & Roll: From Charlie Patton to Beyonce' – 5101****1.0 Credit**

This course seeks to balance understanding the development and significance of Rock & Roll in its historical and social environment, with a focus on U.S. History and Globalization, while maintaining a focus on listening to the music as the main mode of understanding. Students will have a chance to be the rock critics as they study the chronological history of rock through the lens of race, gender, and class and view Rock & Roll films and videos. The course begins with an overview of ancestors and influences: blues, boogie-woogie, jazz, swing, country & western, gospel and popular music, and the crossover success of rhythm & blues acts that marked the true birth of rock & roll. We will study the musical and social trends of the 1960 and the changes in rock & roll music during the seventies, eighties and nineties. The course will culminate in an exploration of today's current musical trends and icons including rap/hip-hop.

**AP African American Studies Pilot – 5100AP****1.0 Credit**

The AP African American Studies pilot course is equivalent to an introductory college-level course in African American Studies. This course examines the history and cultural attributes of African Americans. It begins with an introduction to the history and culture of West Africa before 1600 and continues from the colonial period of American history through the civil rights movement and issues concerning race today. Students in this course will visit historic African American landmarks and museums, including the National Museum of African American History and Culture and will engage with guest speakers in the classroom.

**AP Microeconomics – 5105AP****1.0 Credit**

AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy.

## **Del-Tech Dual Enrollment**

### **PSY 121 General Psychology – 5103DE**

**1.0 Credit**

This course is a survey of general principles underlying human behavior and mental processes. It includes study of the nervous system, perception, learning, motivation, personality, and psychological disorders. Methods of assessment and research principles are discussed.

(cost associated with this course)

### **Food Studies – Culture & Environment – 5070**

**1.0 Credit**

This course considers why food matters and how we can act to support a healthier food system. Our conversations will address issues ranging from resilient agriculture and healthy food access to the future of seeds and making the most of available food resources. We will take a multi-faceted approach to food through exposure to excellent writing about food, culture, agriculture, and environmental sustainability; cooking labs that will help us learn through the preparation and tasting of food; and interactions with experts like farmers and other food producers through field trips to local institutions and farms. We will learn how to manage a school vegetable garden and how to care for chickens and goats.. \*Lab fee required - \$30.00. Students will also need knee length work boots.

### **Food Studies – History & Power – 5071**

**1.0 Credit**

This course considers why food matters and how we can act to support a healthier food system. Our conversations will address issues ranging from resilient agriculture and healthy food access to the future of seeds and making the most of available food resources. We will take a multi-faceted approach to food through exposure to excellent writing about food, history, power, and environmental sustainability; cooking labs that will help us learn through the preparation and tasting of food; and interactions with experts like farmers and other food producers through field trips to local institutions and farms. We will learn how to manage a school vegetable garden and how to care for chickens and goats. \*Lab fee required - \$30.00. Students will also need knee length work boots.

### **Hydroponic Learning Lab – 5072**

**1.0 Credit**

In this project-based course, students will be introduced to cutting-edge technology and connect science and social studies through sustainable urban farming. They will utilize the hydroponic lab to study health and nutrition, food justice, social entrepreneurship, and advocacy. Students will participate in seeding, transplanting, harvesting, and distributing produce to be served in our cafeterias and local communities. They will develop a deep understanding of water resources management, energy resources impact, conservation, contamination, food production, population impact, and climate change. Ultimately, students will become responsible and empowered global eco-citizens.

### **Food Studies Capstone – 5073**

**1.0 Credit**

In this capstone experience, students will be challenged to integrate their accumulated knowledge from the Food Studies Pathway. As part of this work-based learning program, students will explore career pathways and post-secondary options in addition to learning tips for success in the workplace: communication skills, teamwork, and professionalism. Moreover, students will explore the future of farming by working in the Hydroponic Learning Lab, will learn about organic gardening techniques by managing the outdoor vegetable garden, and will learn about sustainable agriculture by caring for the OCS goats and chickens. \*Students will need knee-length work boots.

## World Language Program

Course	Grade	Credits	Prerequisites
Greek Language I	9	1.0	None
Greek Studies I	9, 11	1.0	Passing score on Greek Proficiency Exam OR Greek Language II
Greek Language II	10	1.0	Greek Language I
Greek Studies II	10, 11	1.0	Greek Studies I OR Greek Language II
Greek Language III	11	1.0	Greek Language II
Greek Studies III	11, 12	1.0	Greek Studies II
Spanish I	9,10, 11,12	1.0	None
Spanish II	10,11,1 2	1.0	Spanish I
Spanish III	10, 11, 12	1.0	Spanish I, and Spanish II
Spanish IV	10, 11, 12	1.0	Spanish I, Spanish II, and Spanish III

**Three Credits of Greek Language or Studies are required for OCHS Graduation.**

Odyssey Charter School requires successful completion of three credits of Greek Language/Greek Studies for graduation. For students first entering OCS at the High School level, two of those credits must be earned in greek language courses. Students previously enrolled at OCS *and* who have earned a passing score on the Greek Language proficiency exam will enroll in Greek Studies coursework, with the option of enrolling in Advanced Greek or another foreign language through electives.

Greek Language acquisition is an integral part of Odyssey Charter School’s mission. All students attending OCHS must comply with these language requirements. Please note that Greek Language and Greek Studies coursework is academically rigorous and demanding. It is vital that incoming students understand and readily accept these conditions and requirements. Commitment by students and family is critical to successful completion of Greek Language and Greek Studies courses and credits.

**Greek Language I/II/III – 4001/4002/4003**

**1.0 Credit/Course**

While Greek Language acquisition is the paramount objective of these courses, students will also gain insight into Greek Culture, Greek History, and the foundations of Hellenism. These courses embody one of the primary missions of Odyssey Charter High School: the employment of foreign language attainment as the vehicle for engagement in classical education.

Enrollment requirements/prerequisites:

**Greek Language I** –Students who are either new to Odyssey Charter High School and the Greek Language and 9th grade continuing OCS students.

**Greek Language II** – Successful completion of Greek Language I.

**Greek Language III** – Successful completion of Greek Language II.

## **Greek Studies I/II/III (Honors Courses)**

**1.0 Credit/Course**

### **Connecting the Dots Between Ancient Greece and Modern Culture**

With their participation in these courses, students will have the opportunity to learn about Greek culture and identity from the ancient period to the present day. This knowledge is presented in a living, breathing context, the better to gain insight not only into Greece and the Greeks, but also into our shared and unique cultural identities.

#### *Enrollment requirements/prerequisites:*

Students who have successfully completed the Middle School Program in Greek Language at Odyssey and have achieved a passing score on the Greek Language proficiency exam, or have successfully completed Greek Language II, and demonstrate A1 proficiency. Or, by permission of the instructor.

### **Greek Studies I – 4001H**

**1.0 Credit**

This course will delve into the history of the ancient Greek world, and the birth, growth and development of Greece into a significant civilization. In the first year, the emphasis of this course will be on learning about the history of Ancient Greece, from the Bronze Age to the death of Alexander. It covers major social, economic, political, and religious trends. It also includes discussions on Homer, heroism, and the Greek identity. Students will explore and examine aspects of Greek history, literature, culture and other areas of the humanities, as well as exploring Greece's contributions to world civilization in various spheres, such as mathematics, science, philosophy and politics.

#### *Enrollment requirements/prerequisites:*

Students who have successfully completed the Middle School Program in Greek Language at Odyssey and have achieved a passing score on the Greek Language proficiency exam, or have successfully completed Greek Language II, and demonstrate A1 proficiency. Or, by permission of the instructor.

### **Greek Studies II – 4002H**

**1.0 Credit**

Following the historical line from the death of Alexander, through Byzantium and towards the formation of Modern Greece, this course begins to pull together the strands of Greek history, literature, mythology, culture and other areas of the humanities. In the sophomore year, the emphasis will be on Greek traditions, folklore and culture.

#### *Enrollment requirements/prerequisites:*

Students who have successfully completed the Middle School Program in Greek Language at Odyssey and have achieved a passing score on the Greek Language proficiency exam, or have successfully completed Greek Language II.

### **Greek Studies III – 4003H**

**1.0 Credit**

Through a focus on literature and the written word, this course will weave together the many strands of Greek history, literature, culture and other areas of the humanities, as well as tying together the critical elements of Greece's impact on world civilization. In the 11<sup>th</sup> grade, the emphasis will be on literature as a lens through which to view connections between Greek and world cultures, and a device for the analysis of the lasting influence of Greece upon western culture, philosophy and systems of government.

#### *Enrollment requirements/prerequisites:*

Students who have successfully completed the Middle School Program in Greek Language at Odyssey and have achieved a passing score on the Greek Language proficiency exam, or have successfully completed Greek Language II.

**Spanish I – 4201****1.0 Credit**

Spanish I introduces students to the Spanish language, the Spanish-speaking people, and to the geography and culture of the lands where these languages are spoken. Emphasis is placed upon developing understanding in speaking, reading, and writing the language. Oral practice is reinforced through dialogue, scenarios, presentations, and games. Aspects of Spanish culture are researched and presented in written form and orally to the class.

**Spanish II – 4202****1.0 Credit**

Spanish II is designed to further develop the language skills of listening, speaking, reading, and writing in Spanish. There is still much emphasis placed on oral practice through dialogue, scenarios, “how-to” presentations, and teacher/student generated games. Considerable time is spent developing reading skills and applying them to Spanish conversation. Aspects of Spanish are researched and presented in written form and orally to the class.

**Spanish III – 4203****1.0 Credit**

Spanish III offers a deepening and broadening of the student’s knowledge of Spanish language and culture. He/she is exposed to more advanced grammar and more in depth use of conversation in practical settings. Students summarize magazine and newspaper articles and participate in a variety of oral presentations and debates. They are exposed to a limited variety of Spanish Language writers and learn about the history of the civilization and culture of Spain or Latin America.

**Spanish IV – 4204****1.0 Credit**

Spanish IV is a continuation of the in-depth study of the Spanish language and culture studies in World Language. The students gain further knowledge of the history and present day life of Spain and Latin American countries, read a wide variety of Spanish Language authors, and continue to practice grammar and original composition. In oral Spanish, emphasis is placed on constant use of the language in the classroom. Each marking period, different projects are undertaken, such as journal writing, newspaper publishing, and movie producing.

**Additional course opportunities for native Spanish speakers are available, please contact Ms. Rachel Lillo for more information.**



# Physical Education/Health/Driver Ed

## **Physical Education - 6000**

**1.0 Credit**

Physical Education classes provide opportunities for students to improve lifelong health, fitness, and activity related skills. Physical education presents information that challenges students to improve personal fitness levels and to participate in individual and team activities. All courses focus on the development and the maintenance of a healthy and actively fit individual. Physical education is an essential component in the education of the whole child by linking cognitive knowledge to physical activity and social interaction. **Students are required to earn at least one (1.0) full credit of physical education to qualify for graduation.**

## **Health – 6001**

**0.5 Credit**

Health Education establishes a foundation of understanding the relationship between personal behavior and health. The curriculum includes Nutritional and Physical Activity, Personal Health and Wellness, Mental and Emotional Health, Family Life and Sexuality, and Tobacco, Alcohol and Drugs. **Students are required to earn one half (0.5) credit of health education to qualify for graduation.**

## **Driver Education – 6002**

**0.25 Credit**

The Driver Education course consists of no less than 1350 minutes of classroom instruction covering the study of the Delaware Driving Laws and the theory of safe driving. Each student spends 7 class hours, or 315 minutes, on behind-the-wheel instruction, as well as the same amount of observation time.

The course in Driver Education is provided exclusively for tenth grade students and satisfies the requirements for licensing of motor vehicle drivers as required by state law. Successful completion of both the classroom and driving instruction phases is necessary if the student is to receive a license to drive prior to his/her eighteenth birthday.

The driving time given to the student is limited. It is obvious that he or she will not have had sufficient supervised time or opportunity behind the wheel to make the student become an experienced, confident driver. Therefore, a minimum of at least thirty (30) hours under parental supervision is suggested so that he/she can gain the experience and confidence necessary to feel comfortable driving alone.

NOTE: If a student fails to complete the course requirements, their options are:

- Obtain a driver's license at age 18
- Retake the course at their own expense at another location, which offers state approved Driver Education classes.

# Career Pathways Overview

## What are Pathways?

Pathways combine both academic and technical skills in combination with meaningful work experience and gives students the freedom to choose their life's path. Delaware high school graduation requirements require students to complete at least one pathway (students may also complete more than one pathway).

## What is Career and Technical Education (also known as CTE)?

Teaches high school students job skills needed for specific occupations as they complete their academic coursework and pathways. Often include internships, job shadowing, and work-based learning outside of the school building. Students who take a CTE pathway at Odyssey High School will be able to participate in the Work-Based Learning Internship Course during their senior year.

## Career and Technical Education Pathways

### Computer Science CTE Pathway – 3 courses

#### **Exploring Computer Science (ECS) – 9000**

**1.0 Credit**

Exploring Computer Science (ECS) allows students to focus on the conceptual ideas of computing to understand why certain tools or languages might be utilized to solve particular problems. The goal of the course is to develop computational practices of algorithm development, problem solving and programming within the context of relevant and authentic problems. Topics such as interface design, limits of computers, as well as societal and ethical issues are explored.

#### **AP Computer Science Principles (CSP) – 9001**

**1.0 Credit**

**Prerequisite: Exploring Computer Science (ECS), and/or successful completion of Algebra 1**

AP Computer Science Principles (CSP) allows students to understand the real-world impact of computing applications and programming literacy using a multidisciplinary approach. Students are introduced to creative aspects of programming, using abstractions and algorithms, working with large data sets, understanding of the internet and issues of cybersecurity, as well as impacts of computing that affect different populations. CSP gives students the opportunity to use current technologies to solve problems and create meaningful computational artifacts for both self-expression and problem-solving.

#### **AP Computer Science A (CSA) – 9002**

**1.0 Credit**

**Prerequisite: Exploring Computer Science (ECS) and AP Computer Science Principles (CSP)**

AP Computer Science A (CSA) allows students to solve problems, work with design strategies and methodologies, organize data through data structures, apply data processing techniques, analyze potential solutions, and investigate ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. The CSA course curriculum is compatible with many CS1 courses at the college and university level.

***It should be understood that students who enroll in the Computer Science Pathway are expected to take the AP exams for Computer Science Principles and Computer Science A courses. These exams must be paid for by the student. These exams are created through the College Board, a national organization that administers the PSAT, SAT and AP exams.***

**Work-Based Learning Internship – 9003**

**1.0 - 4.0 Credit**

This course engages Odyssey Charter School students and local employers to provide a structured learning experience. These experiences focus on assisting students in developing broad, transferable skills for postsecondary education and the workplace. This work-based learning program makes school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations including resume writing, mock interviews, and hands-on job skills. Students enrolled in this course will travel to different job locations in the area. Course is limited to high school seniors that have a GPA greater than 2.0 and have completed a chosen CTE pathway in the areas of computer science, biomedical science, or business information management.

**Business Information Management CTE Pathway – 3 courses**

**Business Information Technology (BIT) – 9101**

**1.0 Credit**

This course provides students with a solid understanding of the role ethics holds across professions and an overview of information technology (IT) today. Students will consider contemporary IT issues such as security and privacy, the effects of IT on society and the individual, and technological inequality.

**Global Business Economics (GBE) – 9102**

**1.0 Credit**

This course provides students with an introduction to the key concepts of economics as it pertains to business and an understanding of how and why businesses choose to expand their operations into other countries. If you take this course, you are required to take Entrepreneurship for pathway completion.

**Entrepreneurship (ENT) – 9103**

**1.0 Credit**

This course provides students with an introduction to the concept of service as a critical component of business and an understanding of the critical role played by entrepreneurs in the national and global economy.

**Work-Based Learning Internship – 9105**

**1.0 - 4.0 Credit**

This course engages Odyssey Charter School students and local employers to provide a structured learning experience. These experiences focus on assisting students in developing broad, transferable skills for postsecondary education and the workplace. This work-based learning program makes school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations including resume writing, mock interviews, and hands-on job skills. Students enrolled in this course will travel to different job locations in the area. Course is limited to high school seniors that have a GPA greater than 2.0 and have completed a chosen CTE pathway in the areas of computer science, biomedical science, or business information management.

## **Biomedical Science CTE Pathway - 3 courses**

### **Principles of Biomedical Science – 3100**

**1.0 Credit**

This course provides students with the opportunity to investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. Students determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that may have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, research processes, and bioinformatics.

### **Human Body Systems – 3101**

**1.0 Credit**

This course allows students to examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal manikin; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

### **Medical Interventions – 3102**

**1.0 Credit**

This course allows students to follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

### **Work-Based Learning Internship – 3103**

**1.0 - 4.0 Credit**

This course engages Odyssey Charter School students and local employers to provide a structured learning experience. These experiences focus on assisting students in developing broad, transferable skills for postsecondary education and the workplace. This work-based learning program makes school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations including resume writing, mock interviews, and hands-on job skills. Students enrolled in this course will travel to different job locations in the area. Course is limited to high school seniors that have a GPA greater than 2.0 and have completed a chosen CTE pathway in the areas of computer science, biomedical science, or business information management.

# Career Pathways (Non-CTE)

## **Food Studies Pathway- 3 courses**

### **Food Studies – Culture & Environment – 5070**

**1.0 Credit**

This course considers why food matters and how we can act to support a healthier food system. Our conversations will address issues ranging from resilient agriculture and healthy food access to the future of seeds and making the most of available food resources. We will take a multi-faceted approach to food through exposure to excellent writing about food, culture, agriculture, and environmental sustainability; cooking labs that will help us learn through the preparation and tasting of food; and interactions with experts like farmers and other food producers through field trips to local institutions and farms. We will learn how to manage a school vegetable garden and how to care for chickens and goats.. \*Lab fee required - \$30.00. Students will also need knee length work boots.

### **Food Studies – History & Power – 5071**

**1.0 Credit**

This course considers why food matters and how we can act to support a healthier food system. Our conversations will address issues ranging from resilient agriculture and healthy food access to the future of seeds and making the most of available food resources. We will take a multi-faceted approach to food through exposure to excellent writing about food, history, power, and environmental sustainability; cooking labs that will help us learn through the preparation and tasting of food; and interactions with experts like farmers and other food producers through field trips to local institutions and farms. We will learn how to manage a school vegetable garden and how to care for chickens and goats. \*Lab fee required - \$30.00. Students will also need knee length work boots.

### **Hydroponic Learning Lab – 5072**

**1.0 Credit**

In this project-based course, students will be introduced to cutting-edge technology and connect science and social studies through sustainable urban farming. They will utilize the hydroponic lab to study health and nutrition, food justice, social entrepreneurship, and advocacy. Students will participate in seeding, transplanting, harvesting, and distributing produce to be served in our cafeterias and local communities. They will develop a deep understanding of water resources management, energy resources impact, conservation, contamination, food production, population impact, and climate change. Ultimately, students will become responsible and empowered global eco-citizens.

### **Food Studies Capstone – 5073**

**1.0 Credit**

In this capstone experience, students will be challenged to integrate their accumulated knowledge from the Food Studies Pathway. As part of this work-based learning program, students will explore career pathways and post-secondary options in addition to learning tips for success in the workplace: communication skills, teamwork, and professionalism. Moreover, students will explore the future of farming by working in the Hydroponic Learning Lab, will learn about organic gardening techniques by managing the outdoor vegetable garden, and will learn about sustainable agriculture by caring for the OCS goats and chickens. \*Students will need knee-length work boots.

**Performing Arts Pathway –**  
**2 pathway options: Stage Crew or Acting**  
**3 courses each**

**Introduction to Media Arts – 7000**

**1.0 Credit**

This is an introductory course that will be broken up into four quarters, allowing students to better choose a pathway as they finish their High School career. Quarter 1: Drama Theory – students will understand the history of theater/television/film as it pertains to drama. Quarter 2: Acting – students will begin exploring the different aspects of acting for theater/television/film through monologues, scenes and acting exercises. Quarter 3: Stage Crew – students will begin to take a look at the aspects of set construction, lighting designs and props/costumes. Quarter 4: Digital Editing – students will begin to learn the basics of editing. From cuts to dissolves to fades, they will be able to tell a story using video as a medium.

**Stage Crew I – 7101**

**1.0 Credit**

Prerequisite: Introduction to Media Arts

This introductory course is designed for the technical side of drama involving theater/television/film. Students in this class will learn about basic set design, costumes/props, light design and set building. Students will have the opportunity to build simple props that might be used on stage or in television and film.

**Stage Crew II – 7102**

**1.0 Credit**

Prerequisite: Stage Crew I

Students in this class will begin to apply their knowledge of set design, lighting design and set construction as they help build the set for that school year's Fall Stage Production, as well as the Student directed One-Acts and Spring Stage Production. Students will also assist in all facets of Stage Crew for the Theater Productions put on that year.

**Stage Crew III – 7103**

**1.0 Credit**

Prerequisite: Stage Crew I and II

This course is designed to help the student become a leader in the technical side of theater/television/film. Students will assist the teacher with helping to teach Stage Crew I and II classes. Students will also be in charge of designing the set and lights for the upcoming Fall/Spring productions.

**Acting I – 7201**

**1.0 Credit**

Prerequisite: Introduction to Media Arts I

This introductory course is designed to help students with the difference between acting for stage and acting for the camera. Students will explore these techniques through monologues and scene work. Students will also have the opportunity to work on audition technique and acting in front of a camera. Students will also be offered roles in One-Act performances written and directed by Acting II students

**Acting II – 7202****1.0 Credit**

Prerequisite: Acting I

This course will introduce ways for the student to explore choices as it pertains to scene work and play analysis. Students will understand directing choices, casting, character work, and script breakdown. They will also have the opportunity to write, perform, and direct their own monologues, scenes and plays. They will write and revise several drafts of a One-Act play that will be performed by students in Acting I.

**Acting III – 7203****1.0 Credit**

Prerequisite: Acting II

Students who advance to this class will help assist the teacher with teaching the Acting I and II classes. Students will also work closely with the director of the Fall/Spring productions and learn what it takes to direct a high level production. Students in this course will also assist with the overall production of the One-Act performances.

**Film Studies – 7060****1.0 Credit**

Prerequisite: Introduction to Media Arts, junior and senior level course

An introduction to both cinema studies and film/video production, this course will provide an overview of historical, analytical, and theoretical approaches to cinema and introduce a broad range of basic production skills including the fundamentals of nonlinear editing. Students will understand how films can influence society and how society can influence films. Through hands-on work and the study of a diverse selection of films rooted in different cultures, times, and ideologies, students will begin to develop the critical means for engaging with cinema and culture in discussion, writing, and creative work.

## **Music Pathway - 3 credits**

### **Concert Band – 8101/8102/8103/8104**

**1.0 Credit**

Concert Band will be a starting point for all band students who want to be involved in music, but have not played an instrument or are inexperienced. This class will provide instruction on how to play their one chosen concert band instrument such as flute, clarinet, saxophone, trumpet, trombone, tuba, and percussion. Students involved in the band program will perform in two concerts throughout the year.

### **Wind Ensemble – 8201/8202/8203/8204**

**1.0 Credit/Course**

Wind Ensemble is offered during the school day as a full credit course. Students earn their grade by fulfilling various requirements. Wind Ensemble is a co-curricular subject, which means that many required activities take place beyond the normal school day. These include concerts, parades and more. This is a performance-oriented class, which means that the previously mentioned activities are a major part of a student's grade.

### **Music Theory – 8001**

**1.0 Credit**

Music Theory covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed and fluency with basic materials are emphasized.



## **Visual Arts Pathway – choose 3 courses**

### **Visual Arts I – 7501**

**1.0 Credit**

The creative experiences in this course serve as the foundation that prepares students for further study in the arts. It is an introduction to the study of creating and expressing through visual arts media. A variety of techniques, fine arts materials, and tools, along with the art styles of Realism, Expressionism, and Symbolism will be explored to create works of art. Students will learn and develop a working knowledge of the elements and principles of art. The role of the artist as communicator and reflective practices will be introduced to students through the understanding of composition and choices in subject matter, symbols and ideas along with technical, observational, analytical and problem solving skills.

### **Visual Arts II – 7502**

**1.0 Credit**

Prerequisite: Visual Arts I

This course emphasizes and builds on the concepts of Visual Arts I and completes the foundation courses. Refinement and advanced skills, techniques and materials will be explored through 2-dimensional and 3-dimensional design, reinforcing the understanding of composition in 2-dimensions and how it translates into 3 dimensions. There is a greater emphasis on creativity in practicing the role of artist as communicator. Students practice talking about their work and the work of others through reflection and critique. The impact of social, political and personal issues that influence the creation of art will be a major segment of this course.

### **Painting and Drawing Studio – 7503**

**1.0 Credit**

Prerequisite: Visual Arts I and Visual Arts II

This course emphasizes the role of an artist as a communicator. Creativity, artistic styles, advanced composition and techniques, reflection and critique are all major components. Art students will explore and follow creative and innovative ideas through open-ended questioning as they reflect upon ideas of self, society and humanity as a whole while developing original ideas and creating works of art. Students will have the opportunity to further explore media and techniques, develop their skills and techniques in various wet and dry media including but not limited to acrylic, watercolor, gouache, mixed media, and ink wash. **Course Fee - \$30**

### **Ceramics 1 – 7504**

**1.0 Credit**

Prerequisite: Visual Arts I and Visual Arts II

This course emphasizes the role of the fine artist as a skilled craftsperson. Creativity, artistic styles, advanced 3-D composition, and techniques for hand building with clay, reflection and critique are all major components. Art students will explore and follow creative and innovative ideas through open-ended questioning as they develop original ideas for creating works of art in clay. Students will have the opportunity to explore the medium and learn the foundational techniques associated with it, along with continuing to develop analytical/critical thinking and fine motor skills. **Course Fee - \$30**

## **Accelerated Greek Pathway**

### **Accelerated Greek I/II – 4101/4102**

**1.0 Credit/Course**

Students who have successfully completed the Middle School Program in Greek Language at Odyssey or have achieved a passing score on the Greek Language proficiency exam may enroll in this elective course. Although they will continue to expand their vocabulary, familiarity with common phrases, and basic sentences, students demonstrate more comfort and ease with the language. Students will be expected to experiment with the use of the Greek Language and to take risks with expressing themselves through conversations about various topics and relating stories in the present, past, and future tenses. Students will continue to develop an awareness of and appreciation for different cultures, including their own.

### **Accelerated Greek III/IV – 4103/4104**

**1.0 Credit/Course**

These courses are a more advanced extension of the Accelerated Greek Program I/II. Students will begin to speak in more complex sentences, and with a more authentic pronunciation. At this stage they will be able to take on more challenging grammatical structures and begin to create with the language. They are learning to communicate in the past, present, and future time frames by using sentences and paragraphs. In this course, students will reflect upon their life and relate their experiences to those of their peers in the local and global communities. They also begin to demonstrate their cultural awareness as they use the language.

## **Academic Pathway**

Students can elect to take 3 courses **outside of the graduation requirements** in the area of English Language Arts, Science, Social Studies or Spanish.

### **English Language Arts Career Pathway Options:** (earn 3 credits)

Creative Writing  
Fact vs. Fiction  
Public Speaking  
Yearbook 1/2/3/4  
Journalism 1/2/3/4

### **Science Career Pathway Options:** (earn 3 additional credits over and above the 3 required for graduation)

Astronomy  
Honors Anatomy and Physiology  
Physics  
Environmental Science

### **Social Studies Career Pathway Options:** (earn 3 additional credits over and above the 3 required for graduation)

Food Studies - Culture & Environment  
Food Studies - History & Power  
Sociology  
AP Microeconomics  
Dual Enrollment Psychology  
History of Rock n Roll  
AP African American Studies Pilot

### **Spanish Language Career Pathway- *Additional course opportunities for native Spanish speakers are available, please contact Ms. Rachel Lillo for more information.***

Spanish I  
Spanish II  
Spanish III  
Spanish IV

## General Elective Coursework

### **Weight Training – 6003**

**1.0 Credit**

*Prerequisite: Successful completion of Physical Education and Health*

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

### ***University of Delaware Horn Program (Dual Enrollment)***

#### **EntreX Lab: High School Entrepreneurship Learning Experience – 0506DE**

**1.0 Credit**

Preparing youth to thrive, not just survive, in our rapidly changing world is critical for career and life success. Students will develop the key skills of idea generation, creative problem-solving, leadership, evidence-based decision making, resilience, teamwork, and persuasive communication. Teachers and students have the opportunity to participate in the globally recognized **Diamond Challenge** curriculum. The hallmarks of the EntreX Lab are first-hand experiences and accelerated learning outcomes for every enrolled student.

Students will earn **three (3) transferable credits** at the University of Delaware, enhancing their future college and professional resumes. **Course for college credit is \$500, paid for by the student/family.** Financial aid through the University of Delaware is available to students who qualify for free or reduced lunch.

### ***Elementary Aide***

#### **Elementary Aide - 0002**

**1.0 Credit**

Aimed towards students who are interested in becoming a teacher, the elementary aide will support an Odyssey Charter School elementary teacher with instruction and clerical tasks. Responsibilities may include working with students who need additional instruction, preparing materials for activities, and mentoring students. ***Interview is required for this course. 11th and 12th grade students may enroll.***