CREDITS REQUIRED: 3

Chicago Public Schools offer students the opportunity to take three Elective courses in order to pursue individual interests and future goals. Students will gain content knowledge and skills in the Elective courses of their choice which will foster and develop a love of lifelong learning.

EMBARC Chicago

Course Number: 893101R / 893102R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: Any Certified Teacher

COURSE DESCRIPTION
The EMBARC course is a college and career success program that combines key domains to drive academic achievement and post-secondary success. These domains include: core academic skills, engagement with expanding structures of knowledge, long-term goal planning, thinking critically and solving complex problems, effective communication, working collaboratively, self-reflection and learning how to learn.

Students participating in the course will be exposed to all of the 21st Century Skills, Common Core State Standards in Writing and Speaking and Listening, and non-cognitive social skills. The activities and lessons draw from cutting-edge, research-based curricula that have increased student achievement in low-income communities across the country. College and career success is cultivated throughout the academic years by identifying “safe,” “match” and “reach” schools, applying for scholarships, completing financial aid documents, and receiving mentoring support. If you are interested in offering this course at your school please contact January Miller at jmiller@embarcchicago.org.

EMBARC Chicago II

Course Number: 893201R / 893202R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: Any Certified Teacher

COURSE DESCRIPTION
Embarc Year 2: Understand

The EMBARC course is a college and career success program that combines key domains to drive academic achievement and post-secondary success. These domains include: core academic skills, engagement with expanding structures of knowledge, long-term goal planning, thinking critically and solving complex problems, effective communication, working collaboratively, self-reflection and learning how to learn.

Students will be exposed to curriculum that will increase relevance in their educational experience by connecting their learning to the real world. The activities and lessons that they take part in will incorporate teambuilding, project-based learning, performance-based tasks, technology, communication, experiential learning, and citizenship.

The second year of Embarc continues with the mission of college and career success as the driving force and foundation. Students participating in the course will be exposed to all of the 21st Century Skills, Non-Cognitive Social Skills, and Common Core State Standards in Writing, ELA, and Speaking and Listening. College and career
success is cultivated throughout the academic years by identifying “safe,” “match” and “reach” schools, applying for scholarships, completing financial aid documents, and receiving mentoring support. If you are interested in offering this course at your school please contact January Miller at jmiller@embarcchicago.org.

EMBARC Chicago III

Course Number: 893301R / 893302R
Course Level: Regular
Prerequisites: EMBARC II
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: Any Certified Teacher

COURSE DESCRIPTION
Embarc Year 3: Lead

The EMBARC course is a college and career success program that combines key domains to drive academic achievement and post-secondary success. These domains include: core academic skills, engagement with expanding structures of knowledge, long-term goal planning, thinking critically and solving complex problems, effective communication, working collaboratively, self-reflection and learning how to learn.

Students will be exposed to curriculum that will increase relevance in their educational experience by connecting their learning to the real world. The activities and lessons that they take part in will incorporate teambuilding, project-based learning, performance-based tasks, technology, communication, experiential learning, and citizenship.

The third year of Embarc continues with the mission of college and career success as the driving force and foundation. Students participating in the course will be exposed to all of the 21st Century Skills, Non-Cognitive Social Skills, and Common Core State Standards in Writing, ELA, and Speaking and Listening. College and career success is cultivated throughout the senior year by completing the application process for safe, match and reach schools, completing the enrollment process, applying for scholarships, completing financial aid documents, and receiving mentoring support.

Students will participate in a variety of activities that include: collaborative assignments that expand communication and networking skills, continuous exposure to models of success in a multitude of career pathways, critical thinking and problem solving exercises, hands-on learning experiences, and reflection activities. All of the lessons will be grounded in the notion that Embarc students will succeed in their post-secondary endeavors.

The units covered in the course of the third year will center on college and career preparedness, entrepreneurship, action research, mentorship, self-advocacy, and being an active agent of change. If you are interested in offering this course at your school please contact January Miller at jmiller@embarcchicago.org.

IB MYP EMBARC Chicago

Course Number: 893121R / 893122R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: Any Certified Teacher

COURSE DESCRIPTION
The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria.

The EMBARC course is a college and career success program that combines key domains to drive academic achievement and post-secondary success. These domains include: core academic skills, engagement with expanding structures of knowledge, long-term goal planning, thinking critically and solving complex problems, effective communication, working collaboratively, self-reflection and learning how to learn.
Students participating in the course will be exposed to all of the 21st Century Skills, Common Core State Standards in Writing and Speaking and Listening, and non-cognitive social skills. The activities and lessons draw from cutting-edge, research-based curricula that have increased student achievement in low-income communities across the country. College and career success is cultivated throughout the academic years by identifying “safe,” “match” and “reach” schools, applying for scholarships, completing financial aid documents, and receiving mentoring support.

If you are interested in offering this course at your school please contact January Miller at jmiller@embarcchicago.org.

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**OneGoal I**

**Course Number:** 892101R / 892102R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** Any Certified Teacher

**COURSE DESCRIPTION**

The OneGoal Year One (Y1) course curriculum provides juniors in high school the opportunities and resources to explore college as a realistic, attainable post-high school option. The daily 45-minute Lessons place a strong emphasis on personal and collective goal setting with an intensive college awareness curriculum, along with ACT test preparation, to maximize potential and open up the doors of possibility for students’ futures.

During Y1, students demonstrate their commitment to the three-year OneGoal Fellowship. As individuals and as a cohort, the students develop accountability with respect to their goals while embodying Five Leadership Principles: Professionalism, Ambition, Integrity, Resilience and Resourcefulness. If you are interested in offering this course at your school please contact Thomas Dickson at thomas.dickson@onegoalgraduation.org.

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**OneGoal II**

**Course Number:** 892201R / 892202R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** Any Certified Teacher

**COURSE DESCRIPTION**

The OneGoal Year Two (Y2) curriculum provides Y2 Fellows with the tools, guidance, and resources necessary to successfully apply to and enroll in college for the fall, secure the proper financial aid, and become 100% ‘college-ready’ in advance of their first day on a college campus. It is an incredibly important year of work that will result in high school graduation and matriculation at the wisest best-fit match college choice for each Fellow’s needs and abilities.

The Y2 college process is called AAA&E (“triple A and E,” described below), with each letter in the acronym representing one of four core components of the process: Application, Admission, Aid, and Enrollment. AAA&E sessions will be paired with College 201 sessions, during which Fellows complete assignments that will prepare them for the academic and social life to expect on campus during Y3 and beyond.

During Y2, students develop accountability with respect to their goals while embodying Five Leadership Principles: Professionalism, Ambition, Integrity, Resilience and Resourcefulness. If you are interested in offering this course at your school please contact Thomas Dickson at thomas.dickson@onegoalgraduation.org.

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**Umoja Freshman Seminar**

**Course Number:** 893411R / 893412R  
**Course Level:** Regular

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**Electives**

**Course Descriptions**

**UFS** is designed to help students effectively transition into high school poised to succeed both academically and interpersonally. By emphasizing a growth mindset, the UFS strives to engage students in a deep sense of responsibility for their own behavior and choices. Both academic skills and behaviors, as well as social emotional skills related to problem solving, community building, developing and leveraging supports are critical components of the course. UFS includes five units titled: How to Do School, College and Career, Winning Behaviors, Healthy Choices, Social Justice and Service Learning. In addition to the regular demonstration and application of new learning through each unit, students complete each unit with a final performance task where they work individually and in groups to further internalize and apply their learning to real life. If you are interested in offering this course at your school please contact Sarah-Bess Dworin at sdworin@umojacorporation.org.

**Umoja Sophomore Seminar**

**Course Number:** 893421R / 893422R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** Any Certified Teacher

**COURSE DESCRIPTION**

USoS is designed to help students stay effectively engaged in high school and poised to succeed both academically and interpersonally. By emphasizing a growth mindset, the USoS strives to engage students in a deep sense of community within their school and the skills to build strong, healthy relationships with peers. Both academic skills and behaviors, as well as social emotional skills related to problem solving, community building, developing and leveraging supports are critical components of the course. USoS includes five units titled: How to Do School, College and Career, Winning Behaviors, Healthy Choices, Social Justice and Service Learning. In addition to the regular demonstration and application of new learning through each unit, students complete each unit with a final performance task where they work individually and in groups to further internalize and apply their learning to real life. If you are interested in offering this course at your school please contact Sarah-Bess Dworin at sdworin@umojacorporation.org.

**Umoja Junior Seminar**

**Course Number:** 893611R / 893612R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters (120 hours of instructional study including 30 hours of laboratory work).  
**Teacher Certification Required:** Any Certified Teacher

**COURSE DESCRIPTION**

The Umoja Junior Seminar is designed to build a creative and collaborative learning community where students improve their academic and social emotional skills further refine their post-secondary aspirations, and prepare to achieve their personal best in terms of both their GPA and their standardized test performance as they get ready for Senior Year. The Umoja Junior Seminar serves as a home base for juniors. It is the place where they:

- set, monitor and receive support around their key academic goals for the year
- develop an “expert mindset” and test-taking strategies
- envision what college could like for them and how
Electives

Course Descriptions

to look for the right college options for themselves  
- further develop their communication, written,  
presentation, and collaboration skills

The Umoja junior seminar includes five units titled: How to Do School, College and Career, Winning Behaviors, Healthy Choices, Social Justice and Service Learning.

In addition to the regular demonstration and application of new learning through each unit, students complete each unit with a final performance task where they work individually and in groups to further internalize and apply their learning to real life.

By the completion of the Umoja Junior Seminar, students have identified their passion and purpose that drives them to succeed in high school, considered a variety of post-secondary options so they are prepared to be informed consumers of their continued education and training and made critical connections between continued education and long-term career success, and prepared for the winning behaviors behind the ACT. Ultimately, Juniors will be given opportunities to envision a future for themselves through multiple modalities in order to achieve their personal best in Junior year and work towards healthy, well-informed decisions in senior year.

If you are interested in offering this course at your school please contact Sarah-Bess Dworin at sdworin@umojacorporation.org

Umoja Senior Seminar

**Course Number:** 893441R / 893442R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** Any Certified Teacher

**COURSE DESCRIPTION**

The Umoja Senior Seminar (USS) is designed to build a creative and collaborative learning community where students improve their academic and social emotional skills, further refine their post secondary aspirations, and prepare to make an effective post secondary transition.

USS serves as a home base for seniors. It is the place where they:

- Set, monitor and receive support around their key academic goals for the year
- Develop and implement a supported post secondary plan
- Learn the college retention and career transition skills and strategies that lead to long-term success.
- Further develop their communication, written, presentation, and collaboration skills

USS includes five units titled: How to Do School, College and Career, Winning Behaviors, Healthy Choices, Social Justice and Service Learning.

In addition to the regular demonstration and application of new learning through each unit, students complete each unit with a final performance task where they work individually and in groups to further internalize and apply their learning to real life.

By the completion of the Umoja Senior Seminar, students have identified fit and match schools and applied to them, considered a variety of post secondary options so they are prepared to be informed consumers of their continued education and training and made critical connections between continued education and long-term career success. Finally, they have considered and planned around the legacy they leave behind for their younger peers and how to fully live into their responsibilities as a senior leader. If you are interested in offering this course at your school please contact Sarah-Bess Dworin at sdworin@umojacorporation.org

Academic Decathlon I

**Course Number:** 155101H / 155102H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters
The United States Academic Decathlon®, the premier national scholastic competition for high school students, was created to provide opportunities for students to experience the challenges of rigorous team and individual academic competition. Each student competes in ten events: Art, Economics, Essay, Interview, Literature, Mathematics, Music, Science, Social Science, and Speech. Students compose an essay based on a prompt related to the current curriculum. Students also perform a prepared speech and impromptu speech and participate in an interview before a panel of volunteer judges from the local community.

The ten-event academic program strives to foster a greater respect for knowledge, to promote wholesome inter-school academic competition, and to further develop student communication skills. A unique aspect of the United States Academic Decathlon® is that it is designed to include students with diverse academic abilities and achievement levels. Each nine-member team consists of three “A” (Honor division), three “B” (Scholastic division), and three “C or below” (Varsity division) students. Each team member competes in all ten events against other students in his/her division.

The United States Academic Decathlon’s curriculum is an interdisciplinary curriculum in which a selected theme is integrated across six different subject areas: art, economics, literature, music, science, and social science. Students also study mathematics and participate in essay-writing, speech, and interview events. While in most subjects the majority of the topics relate to the overall curricular theme, some topics that cover fundamentals may also be included to encourage a thorough understanding of the subject area as a whole. The USAD mathematics curriculum is unrelated to the theme and focuses on standard high school mathematics topics.

Academic Decathlon II

Course Number: 155201H / 155202H
Course Level: Honors
Prerequisites: Academic Decathlon I
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: Any Certification

Academic Decathlon III

Course Number: 155301H / 155302H
Course Level: Honors

The United States Academic Decathlon’s curriculum is an interdisciplinary curriculum in which a selected theme is integrated across six different subject areas: art, economics, literature, music, science, and social science. Students also study mathematics and participate in essay-writing, speech, and interview events. While in most subjects the majority of the topics relate to the overall curricular theme, some topics that cover fundamentals may also be included to encourage a thorough understanding of the subject area as a whole. The USAD mathematics curriculum is unrelated to the theme and focuses on standard high school mathematics topics.
Course Descriptions

**Electives**

**Course Description**

The United States Academic Decathlon®, the premier national scholastic competition for high school students, was created to provide opportunities for students to experience the challenges of rigorous team and individual academic competition. Each student competes in ten events: Art, Economics, Essay, Interview, Literature, Mathematics, Music, Science, Social Science, and Speech. Students compose an essay based on a prompt related to the current curriculum. Students also perform a prepared speech and impromptu speech and participate in an interview before a panel of volunteer judges from the local community.

The ten-event academic program strives to foster a greater respect for knowledge, to promote wholesome inter-school academic competition, and to further develop student communication skills. A unique aspect of the United States Academic Decathlon® is that it is designed to include students with diverse academic abilities and achievement levels. Each nine-member team consists of three “A” (Honor division), three “B” (Scholastic division), and three “C or below” (Varsity division) students. Each team member competes in all ten events against other students in his/her division.

The United States Academic Decathlon’s curriculum is an interdisciplinary curriculum in which a selected theme is integrated across six different subject areas: art, economics, literature, music, science, and social science. Students also study mathematics and participate in essay-writing, speech, and interview events. While in most subjects the majority of the topics relate to the overall curricular theme, some topics that cover fundamentals may also be included to encourage a thorough understanding of the subject area as a whole. The USAD mathematics curriculum is unrelated to the theme and focuses on standard high school mathematics topics.

**Advanced Placement Seminar- The Capstone Program**

**Course Number:** 013111A / 013112A
**Course Level:** Advanced
**Prerequisites:** Students should have at least taken one AP course prior to the seminar course and the school must apply to the College Board to offer this AP course
**Number of Credits Earned:** 1.0
**Type of Graduation Credit Earned:** Career Ed; Elective
**Recommended Course Duration:** 2 semesters
**Teacher Certification Required:** Bachelor’s degree and an education certification along with experience in college level research. The teacher must attend a five day training session only offered by the College Board

**Course Description**

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

**Advanced Placement Research- The Capstone Program**

**Course Number:** 013211A / 013212A
**Course Level:** Advanced
**Prerequisites:** The students must take the AP Capstone
Program Seminar course and the school must apply to the College Board to offer this course

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** Career Ed; Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** Bachelor’s degree and an education certification along with experience in college level research. The teacher must attend a five day training session only offered by the College Board

### COURSE DESCRIPTION

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. Students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.

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### Honors Problem Based Learning

**Course Number:** 399001H / 399002H

**Course Level:** Honors

**Prerequisites:** Algebra, Geometry, Chemistry, Biology or Physics

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** Team Taught with one Science Certified Teacher and one Mathematics Certified Teacher

### COURSE DESCRIPTION

This problem based learning (PBL) elective is a multi-disciplinary, math and science, course which is designed to hone students’ skills at solving problems by applying content learned to authentic situations. This course is designed to focus on enhancing STEM related work skills and expose students to STEM career fields. The work students will encounter in this course will come from real organizations that need help to solve a problem. Students will have the opportunity to work with mentors in industry or community organizations. The emphasis is on the problem solving process not on the correct solution. In typical classroom life, there is someone standing by telling students what to do next or where to look for more information. In contrast, the PBL classroom is like real life, students must find their own path through the problem. We expect students to learn as much from the process of problem solving as the math and science content. Throughout this PBL experience, students will be actively engaged in learning the content, developing self-directed learning attitude and applying thinking and reasoning skills. All students should regularly be engaged in the Standards for Mathematical Practice as defined by the Common Core and the Science and Engineering Practices as outlined in a Framework for K-12 Science Education and the Next Generation Science Standards.

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### Seminar I

**Course Number:** 013151R / 013152R

**Course Level:** Regular

**Prerequisites:** None

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** Any Certified Teacher

### COURSE DESCRIPTION

Depending on grade level, class can address different disciplines: transition from middle school to high school, awareness of school personnel & resources, study skills, goal setting, life skills, academic & social advisement, personal reflection, college & career advisement & prep, financial literacy, etc.

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### Seminar II

**Course Number:** 013011R / 013012R

**Course Level:** Regular

**Prerequisites:** None

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** Elective
Electives

Course Descriptions

Recommended Course Duration: 2 semesters
Teacher Certification Required: Any Certified Teacher

**COURSE DESCRIPTION**
Depending on grade level, class can address different disciplines: transition from middle school to high school, awareness of school personnel & resources, study skills, goal setting, life skills, academic & social advisement, personal reflection, college & career advisement & prep, financial literacy, etc.

Seminar III

Course Number: 013801R / 013802R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: Any Certified Teacher

**COURSE DESCRIPTION**
Depending on grade level, class can address different disciplines: transition from middle school to high school, awareness of school personnel & resources, study skills, goal setting, life skills, academic & social advisement, personal reflection, college & career advisement & prep, financial literacy, etc.

Seminar IV

Course Number: 013301R / 013302R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: Any Certified Teacher

**COURSE DESCRIPTION**
Depending on grade level, class can address different disciplines: transition from middle school to high school, awareness of school personnel & resources, study skills, goal setting, life skills, academic & social advisement, personal reflection, college & career advisement & prep, financial literacy, etc.

Seminar IV .5 Credit

Course Number: 013401R / 013402R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 0.5
Type of Graduation Credit Earned: Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: Any Certified Teacher

**COURSE DESCRIPTION**
Depending on grade level, class can address different disciplines: transition from middle school to high school, awareness of school personnel & resources, study skills, goal setting, life skills, academic & social advisement, personal reflection, college & career advisement & prep, financial literacy, etc.

Senior Seminar

Course Number: 014101R / 014102R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: Any Certified Teacher

**COURSE DESCRIPTION**
This course is designed for 12th grade students to ensure successful transition to college. Through this course students will engage in interactive and research-based lessons and activities that will help strengthen their personal, social, and academic skills and abilities, as well as their college knowledge and readiness. Through this course students will complete all college planning activities in Naviance to ensure every student graduates with a concrete college plan.

Advisory

Course Number: 980101R / 980102R
Course Level: Regular
Prerequisites: None
Electives

Course Descriptions

Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: Any Certified Teacher

COURSE DESCRIPTION
Depending on grade level, class can address different disciplines: transition from middle school to high school, awareness of school personnel & resources, study skills, goal setting, life skills, academic & social advisement, personal reflection, college & career advisement & prep, financial literacy, etc.

Advisory II

Course Number: 980201R / 980202R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: Any Certified Teacher

COURSE DESCRIPTION
Depending on grade level, class can address different disciplines: transition from middle school to high school, awareness of school personnel & resources, study skills, goal setting, life skills, academic & social advisement, personal reflection, college & career advisement & prep, financial literacy, etc.

Advisory III

Course Number: 980301R / 980302R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: Any Certified Teacher

COURSE DESCRIPTION
Depending on grade level, class can address different disciplines: transition from middle school to high school, awareness of school personnel & resources, study skills, goal setting, life skills, academic & social advisement, personal reflection, college & career advisement & prep, financial literacy, etc.

Advisory .25

Course Number: 980111R / 980112R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 0.25
Type of Graduation Credit Earned: Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: Any Certified Teacher

COURSE DESCRIPTION
Depending on grade level, class can address different disciplines: transition from middle school to high school, awareness of school personnel & resources, study skills, goal setting, life skills, academic & social advisement, personal reflection, college & career advisement & prep, financial literacy, etc.

Advisory .5

Course Number: 980121R / 980122R
Course Level: Regular
Electives

Course Descriptions

**Prerequisites:** None
**Number of Credits Earned:** 0.5
**Type of Graduation Credit Earned:** Elective
**Recommended Course Duration:** 2 semesters
**Teacher Certification Required:** Any Certified Teacher

**COURSE DESCRIPTION**
Depending on grade level, class can address different disciplines: transition from middle school to high school, awareness of school personnel & resources, study skills, goal setting, life skills, academic & social advisement, personal reflection, college & career advisement & prep, financial literacy, etc.

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**Honors Peer Mentorship and Leadership**

**Course Number:** 893501H / 893502H
**Course Level:** Honors
**Number of Credits Earned:** 1.0
**Type of Graduation Credit Earned:** Career Ed; Elective
**Recommended Course Duration:** 2 semesters
**Teacher Certification Required:** Any Certified Teacher

**COURSE DESCRIPTION**
This class is a program in which mentors (older youth) are matched with mentees (younger students) for the purpose of guiding and supporting the mentees in many areas of their academic, social and emotional development.

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**Honors Peer Mentorship and Leadership II**

**Course Number:** 893511H / 893512H
**Course Level:** Honors
**Number of Credits Earned:** 1.0
**Type of Graduation Credit Earned:** Career Ed; Elective
**Recommended Course Duration:** 2 semesters
**Teacher Certification Required:** Any Certified Teacher

**COURSE DESCRIPTION**
This class is a program in which mentors (older youth) are matched with mentees (younger students) for the purpose of guiding and supporting the mentees in many areas of their academic, social and emotional development.