

**Alaska Gateway School
District
Curriculum Guide
2018-2019**

Alaska Gateway School District

Strategic Plan

Mission Statement:

*Educating all students to reach their full potential as
responsible citizens*

6 Focus Areas:

#1 Student Engagement

We believe in engaging all students with meaningful opportunities to discover their interests and pursue their passions.

#2 Staff Recruitment/Retention

We believe recruiting, cultivating, and retaining exemplary staff fosters a deep commitment to the growth of our students.

#3 Cultural Knowledge

We believe that authentic cultural knowledge and appreciation is a foundation for meaningful engagement for all students and families.

#4 Teaching and Learning

We believe in providing rigorous academic pathways that prepare all students for life challenges, post-secondary options, and career opportunities.

#5 School Culture

We believe that positive relationships and high expectations for all students, staff, and community members, creates a healthy environment where students are safe, eager to learn, willing to take risks, and are responsible citizens.

#6 Community Partnerships

We believe that cultivating a variety of partnerships provides robust opportunities for students and enriches our communities.

Three Year Goals within the Focus Areas

Focus Area #1: Student Engagement

1. Implement global cross-curricular activities identified by stakeholder interest.
2. Develop and implement an adaptable pathway program that addresses student individual interests.
3. Implement inquiry-based learning across all grade levels.

Focus Area #2: Staff Recruitment and Retention

1. Increase retention to 90%
2. Articulate and implement a multi-faceted staff recruitment strategy.
3. Create and maintain great places to work via professional development, clear communication and continued organizational growth.

Focus Area #3: Cultural Knowledge

1. Develop and implement a k-12 Alaska history scope and sequence.
2. Develop and implement a k-12 Alaska Native cultures (art, stories, NYO, dance, leadership) scope and sequence.
3. Develop and implement a k-12 Alaska life-skills scope and sequence.

Focus Area #4: Teaching and Learning

1. Increase to 80% the number of students on track to graduate with their peers (cohort).
2. Assure all students meet projected growth in ELA and Math according to annual (MAP) assessments.
3. Design with each AGSD student a personalized post-secondary plan

Focus Area #5: School Culture

1. Adopt and implement student behavioral expectations across the district.
2. Adopt and implement socio-emotional and tiered behavioral curricula district-wide.
3. Host ongoing all-district activities at every site.

Focus Area #6: Community Partnerships

1. Establish and implement community partnerships to engage students in career opportunities. (work study credit?)
2. Partner with local cultural liaisons to strengthen cultural values and traditions in an educational setting.
3. Actively engage in service and volunteer opportunity in the community.

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<p>Forms:</p> <ul style="list-style-type: none"> • Class Schedule Change Form (Add/Drop) • Middle School Advanced Placement Credit Application Form • Official Transcript Request Form • Course Approval Form • RAVE Course Proposal Form • High School Credit by Exam Transcript Form • University Transcription Credit & Reimbursement Request Information and form 	49
<p>Attachments:</p> <ul style="list-style-type: none"> • AGSD District Textbook & Curriculum Materials for 2018/19 • REACH Curriculum List for 2018/19 	

**Alaska Gateway School District Regional School Board
2017/2018**

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2018-2019 AGSD Assessment Calendar

Date	Assessment	Grade Levels
September - October, 2018	DIAL4 Preschool Screenings (Tok, Northway, Tetlin)	Ages 3-5 preschool
September, 2018	AIMSweb Fall Window	K - 2
Sept. 17, 2018 through October 5, 2018	NWEA MAP Fall Window	2 - 12
October 10, 2018 (Tentative)	SAT Test (in Tok)	11 - 12
October/November, 2018	WorkKeys Testing	11 - 12
September 2018	ASVAB Testing	10-12
November 2018 (Due to EED)	Kindergarten Developmental Profile	K - 1 (1st grade only if student did not attend K)
November 5 - 23, 2018	AGSD Fall Writing Assessment	1 - 12
December 8, 2018	ACT Test (in Tok)	11 - 12
January, 2019	AIMSWeb Winter Window	K - 2
January 21, 2019 through February 8, 2019	NWEA MAP Winter	2 - 12
February 1 - March 31, 2019	LEP Testing Window	K - 12
January 28th, 2019 - Tetlin January 31st, 2019 - Tanacross February 5th, 2019 - Eagle February 7th, 2019 - Northway February 11th, 2019 - Mentsta February 21st, 2019 - Tok	NAEP Testing	Tetlin - 8th grade Tanacross - 8th grade Eagle - 4th grade Northway - 4th grade Mentasta - 4th grade Tok - 8th grade
April 22, 2019 through May 10, 2019	NWEA MAP Spring	2-12
Late March & early April, 2019	PEAKS Testing	3 - 8 + 1 HS
February 25 - March 15, 2019	AGSD Spring Writing Assessment	1 - 12
May, 2019	AIMSweb Spring	K - 2
May, 2019	AGSD Technology Proficiency Assessment	8th

**Testing windows can also be seen on District website under Instruction and Assessment - Assessments & Testing*

Alaska Gateway School District Graduation Requirements

BP 6146.1

Students must successfully earn 22 academic credits in order to graduate

- 4 credits - English
- 3 credits - Math
- 3 credits - Science
- 3 credits - Social Studies
- 1 credit - Health/PE (.5 Health/.5 PE)
- 1 credit - Technology*
- 7 credits - Electives**

The guidance counselor checks student transcripts and course schedules regularly to ensure students are on-track to graduate.

*Students can take a proficiency test to waive the technology requirement. Passing the test at the required level will waive the course requirement but will NOT be the equivalent of earning credit.

Please note: these are AGSD diploma requirements. If a student wants to qualify for the Alaska Performance Scholarship, **additional credits in math, science and social studies can be earned by taking these core courses as electives. To review the academic requirements for this scholarship go to <http://acpe.alaska.gov/>

Attendance

BP 5050

Each school shall maintain accurate records of attendance for each of its students.

A student may be excused temporarily from attendance upon a written request by the person having charge of him/her, subject to approval by the site administrator or designee.

If a student is absent without written authorization, the school shall immediately notify the person having charge of him/her. If the student persists in unexcused nonattendance, the site administrator shall arrange a conference with the student and the person having charge of him/her.

A student will be subject to disciplinary action for unexcused absence. No student under the age of 16 may be excluded from school for nonattendance.

Grades 9 - 12

Students in grades 9 - 12 may be absent no more than the maximum 12 days allowed per semester, excused or unexcused. Students who exceed the allowed total absences shall not receive credit unless there are extenuating circumstances, (e.g.; death in the family, or a serious injury) and a written waiver request is approved by the Regional School Board. Absences to attend college classes and trainings for college credit will not count against the number of days allowed.

Grades K - 8

Students in grades K - 8 may be absent no more than the maximum 30 days allowed per school year, excused or unexcused. Students who exceed the allowed total absences shall be retained unless there are extenuating circumstances, (e.g.; death in the family, or a serious injury) and a written waiver request is approved by the Regional School Board.

Regular class attendance is an important part of the learning process. Teachers will make reasonable efforts, consistent with their responsibilities to the other students, to assist students who have been absent in making up missed work. A student may obtain and perform known assignments from his/her teachers in advance of anticipated absences. In the event of medical or emergency absences, the student may make up missed work subject to the reasonable limitations of available teacher time.

If, because of excused or unexcused absences, a student is not able to meet the performance requirements in any grade or course of study, he/she will receive a failing grade.

****School related absences due to a school-related activity or sport are not counted toward the maximum days allowed.***

Adding/Dropping Courses

With the permission of the school administrator, a high school student may drop and add a high school course within the first two weeks of a semester. (See Forms section)

Transcripts

Official high school transcripts are legal documents that are generated through the student registrar in the district office by request. Unofficial high school transcripts can be generated through site administrators and counselors by request. (See Forms section)

Credit for Middle School Students

Eighth grade students may take core high school classes for high school credit upon approval by the site administrator and the director of curriculum and instruction. A site administrator must notify the PowerSchool administrator if the student opts to have the credit included in the high school transcript by the end of the second semester. (See Forms section)

Forms for Credit by Exam

See Credit by Exam policy on following page. Find form in the Forms section.

**Process for Challenging a Course by Examination
For
High School Credit**

Effective September 2016, the Alaska Gateway School District, in accordance with regulations that took effect in 2015, has enacted procedures that will allow students to “Challenge”, or obtain Credit by Examination, courses that are required for graduation, through a demonstration of academic competence. AGSD will accept coursework intended to meet AGSD high school graduation core academic course requirements for credit from an accredited or approved educational program or public institution. Otherwise, credit presented from other home or non-accredited institutions that are intended to meet core academic credit requires a demonstration of competence as indicated by AAC 06.065(a). Credit for elective courses may be approved based on the results of the established course review process.

Challenge a course by examination is an opportunity provided to AGSD students who are currently enrolled and have completed 8th grade, or who are enrolled and entering grades 9-12, to receive high school credit through an exam process. This option is designed to provide students the opportunity to demonstrate mastery, and is not a process for credit recovery or course retakes of public school courses.

Students in 9th-12th grade are allowed to take up to 2 challenge exams each semester. Challenge exams are only available for core courses and some world languages. Contact the District Office at 907-883-5151 for a list of courses currently available for credit by exam.

Registration and Fees:

- Students must register in advance, to allow for appropriate proctoring coverage. Contact the District Office at 907-883-5151 or stop by to request a Course Credit by Exam registration form.
- An \$85.00 fee will be required for each test at the time of registration. The registration must be completed and the fee paid before the test can be taken. Provide payment of the \$85 registration fee for each test (cash, check, or money order) to Alaska Gateway School District, Attn: Deb Sparks, PO Box 226, Tok, AK 99780.
- Upon receipt of payment, a confirmation email will be sent. Exam fees are non-refundable.

Exam Administration:

- Challenge Exams will be administered and proctored by certified personnel at a location to be determined.
- Students will not be allowed to use notes, outside resources, have any electronic devices, or to use any unapproved academic supports during the exam. Students found to be using non-allowed resources will be disqualified from earning credit. Fees will not be refunded.
- If a student fails to meet the passing criteria (see information under Transcripts below), the course must be taken in full, in either the classroom or via a correspondence option, in order to receive credit. The Challenging a Course by Examination option may be used for only one exam attempt per course.

Transcripts:

- Scores of 80% or higher will earn high school credit. Exam scores of 80% - 89% will be designated a "B" and scores of 90% - 100% will be designated an "A" on a student's high school transcript. Exams may not be re-taken to earn a higher score. The earned score/grade will appear on the transcript, or the student may take the full course in the classroom to attempt to improve the grade.
- Credit will be indicated on the student's transcript with the term "Credit by Exam". If the student receives less than 80% on the exam, no record will be made on the transcript and the student will be required to take the course in the classroom or via an online option.
- The National Collegiate Athletic Association (NCAA) does not allow courses completed through credit-by-exam for eligibility purposes.
- Credit earned by passing a Challenge Exam may be used for Alaska Performance Scholarship (APS) eligibility.

Grades and Evaluation of Student Achievement

BP 5121.1 Grading/Credits

1. The site administrator will ensure that the student handbook includes a description of the District's criteria for determining grades.
2. Progress reports will be issued at the beginning of the fifth week of each nine-week quarter and immediately following the end of the first and third quarters. Semester grade reports will be issued immediately following the end of each semester. Progress and semester grade reports will be issued via the online student information management system and mailed to parents and guardians.

Elementary (K-3 and K-6)

The purpose of elementary grading is to report to parents and students academic progress and observations of personal and social progress during the grading period. These grades will be based on standards found in the Alaska Gateway School District curriculum.

Elementary grades will reflect a combination of some of the five areas listed below and will not be based on only one evaluation or criteria.

1. Daily work
2. Test scores
3. Participation
4. Skill application
5. Student performance.

The subjective judgment of the teacher is a major factor in determining any grade, specifically for participation and skill application.

Kindergarten (K)

Kindergarten is an individualized program to accommodate each child's level of readiness and, therefore, reporting is more of a checklist of readiness than of academic progress.

Primary (1-3)

For reporting purposes, the following system will be used in grades 1 - 3.

E	Excellent, exceeds required standard
S	Satisfactory, meets required standard
N	Needs practice to meet required standard
U	Unsatisfactory

Intermediate (4-6)

For reporting purposes, the following system will be used in grades 4 - 6.

A	90-100	Excellent: indicates the student has done work in quality and quantity far in excess of the standards set forth for a satisfactory grade in the subject. Where state performance standards have been established, indicates that the student's performance significantly exceeds the standards.
B	80-89	Above average: indicate the student is doing work in quality and quantity above the standards set forth for a satisfactory grade in the subject. Where state performance standards have been established, indicates that the student's performance exceeds the standards.
C	70-79	Satisfactory: indicates the student is acquiring the necessary information and skills to proceed in the subject. He/she is meeting the standards set for a satisfactory grade in the subject. Where state performance standards have been established, indicates that the student's performance meets the standards.
D	60-69	Poor: indicates the student is meeting the minimal standards for a passing grade in the subject. Where state performance standards have been established, indicates that the student's performance falls below the standards.
F	0-59	Failure: indicates insufficient progress in the subject to merit granting of a passing grade in the subject. Where state performance standards have been established, indicates that the student's performance falls significantly below the standards.
NS		Non-Sufficient: indicates that non-sufficient information is available to give a grade because the student has been enrolled for fewer than twenty (20) days.

Personal and social progress will be reported with the following letter grades.

E	Excellent, exceeds required standard
S	Satisfactory, meets required standard
N	Needs practice to meet required standard
U	Unsatisfactory

Secondary School (7 -12)

The purpose of secondary school grading shall be to report to students and parents, and to record a level of student achievement of subject matter, knowledge, and skills as specified in course objectives and in state performance standards as applicable.

For reporting purposes, the following system will be used:

A	90-100	Excellent: indicates the student has done work in quality and quantity far in excess of the standards set forth for a satisfactory grade in the subject. Where state performance standards have been established, indicates that the student's performance significantly exceeds the standards.
B	80-89	Above average: indicate the student is doing work in quality and quantity above the standards set forth for a satisfactory grade in the subject. Where state performance standards have been established, indicates that the student's performance exceeds the standards.
C	70-79	Satisfactory: indicates the student is acquiring the necessary information and skills to proceed in the subject. He/she is meeting the standards set for a satisfactory grade in the subject. Where state performance standards have been established, indicates that the student's performance meets the standards.
D	60-69	Poor: indicates the student is meeting the minimal standards for a passing grade in the subject. Where state performance standards have been established, indicates that the student's performance falls below the standards.
F	0-59	Failure: indicates insufficient progress in the subject to merit granting of a passing grade in the subject. Where state performance standards have been established, indicates that the student's performance falls significantly below the standards.
INC		Incomplete: an interim grade used when a student is currently unable to complete course work because of circumstances beyond the student's control. Must be completed in a timely fashion.
P		Pass: indicates the student has passed a course in which no regular letter grade is assigned.
W		Withdraw: indicates the student has withdrawn from a course. Students can withdraw from a course at any time within the first two weeks of the semester. At the time of withdrawal, the student will be assigned a grade of "W," and no credit will be awarded for the course, and the grade will not be counted in the computation of Grade Point Average (GPA). A student who withdraws from a course beyond the two-week period with a cumulative passing grade will also be assigned a grade of "W."
WF		Withdraw Fail: indicates the student has withdrawn from a course after the first two weeks of the semester with a cumulative failing grade. This grade will count as an "F" in the computation of the GPA, and no credit will be awarded.
NS		Non-sufficient information: indicates that non-sufficient information is available to give a grade because the student has been enrolled for fewer than twenty (20) days.

Miscellaneous:

1. All grades and credits will appear on the student's transcript except as noted below.
2. The student will be allowed to retake a course in order to obtain a better grade. The original grade will not be figured into the GPA for the student. The student will receive credit only once for a single course.
3. Plus or minus notations may be affixed at teacher discretion to indicate directional

progress for grades A - D. Student grade point averages will not reflect plus or minus information.

4. GPA is used to compute class rank. The following assignment of GPA for classes will apply for grades 9 - 12.
 - * A = 4
 - * B = 3
 - * C = 2
 - * D = 1
 - F = 0

**Grades in Honors classes, Advanced Placement Classes or pre-approved University core courses in a degree program will be weighted by an additional 1 point per semester with the exception of a failing grade. (i.e.: An A in an above listed class equals 5 points.)*

Note: The grade "P" and grades for courses such as Teacher Aide, Office Aide, and other courses without performance standards and a curriculum shall not be counted in the computation of the GPA

Special Needs Students

Special needs students will receive narrative reports and grades based on progress toward goals stated in their Individual Education Program (IEP) in light of their exceptionalities.

Credits

1. In grades 9 - 12, credits will be granted at the rate of one-half credit per semester for each course for which a passing semester grade is awarded. No credit will be granted on a quarterly basis.
2. Credits will also be granted for post-secondary courses taken through regionally accredited post-secondary institutions. Superintendent approval, or designee, in writing on a case-by-case basis is required in order for post-secondary credits to be counted for non-elective courses.
3. Post-secondary credits will be converted on the following basis:

<u>Post Secondary Credit</u>	=	<u>High School Credit</u>
1.0		.10
2.0		.25
3.0		.50
4.0		.65
5.0		.80
6.0		1.0

1/08/07; 2/13/12

Alaska School Activities Association (ASAA) Eligibility for Sports and Activities

Participation in middle and high school athletics is a privilege. All students are expected to comply with local, state, and federal laws, the rules and regulations of the Alaska Gateway School District, and the Alaska School Activities Association (<http://asaa.org/>) requirements. Students will be denied the ability to participate if they do not meet eligibility requirements, engage in behavior that is detrimental to the well being of the team or school, are in violation of the tobacco rule, or are in violation of the drug and alcohol rule. The students are ambassadors of our schools in these competitions; therefore, academic eligibility and attendance are the rule not the exception.

Eligibility is run each week (schools set their day and time). Students must meet the following eligibility requirements in order to be able to participate in any events in the upcoming week:

- C average (2.0 GPA)
- No F grades

Alaska Performance Scholarship (APS)

The Alaska Performance Scholarship is a merit-based scholarship that provides an opportunity for any future Alaska high school graduate who meets a core set of requirements to receive funding to pursue college and/ or career training in Alaska. Eligible students can receive up to eight semesters of APS aid within six years of high school graduation. For information on qualifying for the APS please see your district guidance counselor or your school administrator, and also see the website at

http://acpe.alaska.gov/FINANCIAL_AID/Grants_Scholarships/Alaska_Performance_Scholarship

UA Scholars Award

The purpose of the UA Scholars Award is to provide an incentive for Alaska's middle and high school students to achieve academic excellence, to nourish efforts of schools to provide high quality education, and to encourage the top high school graduates from every community in Alaska to attend the University of Alaska.

The UA Scholars Award continues to keep Alaska's top high school graduates in state while continuing their education at the University of Alaska. UA Scholars enrich the academic environment at UA as they develop in their roles as future leaders of Alaska. They represent all the corners of the state and serve as ambassadors between their community and the university. The UA Scholar Award is awarded to the top ten percent of all graduating seniors from Alaska high schools. It is a \$12,000 scholarship to any of the 15 University of Alaska campuses. With over 500 degree and certificate programs to choose from you are likely to find a program that will help you meet your career goals.

For more information, go to <https://www.alaska.edu/scholars/>

AGSD High School Course Offerings & Requirements 2018-2019

English Language Arts (ELA): 4 credits required

- English I
- English II
- English III
- English IV
- Creative Writing

Mathematics: 3 credits required

- Algebra I
- Algebra II
- Geometry
- Consumer Math
- Pre-Algebra
- Trigonometry

Science: 3 credits required

- Physical Science
- Earth Science
- Biology
- Chemistry
- Physics
- Natural Resources & Ecology
- Alaska Veterinary Technology
- Veterinary Science 100

Social Studies: 3 credits required

- Human Geography
- World Geography
- World History
- U.S. History
- Alaska History (.5 credit required)
- U.S. Government
- Local Area History Project

PE & Health Education: .5 credit each required

- High School PE
- A student who successfully completes a season of an approved varsity sport may count that as their .5 PE credit
- Health (.5 credit required)

Technology: 1 credit required

- Students can take the AGSD Technology Proficiency test to waive the technology requirement. Students who do not pass the test will need to take the district's *Survey of Emerging Technologies* class to meet the technology credit requirement.

World Language:

- Spanish I (Pending Instructor Availability)

Fine and Performing Arts:

- Band
- Choir
- Art
- Drama

CTE & General Electives: 7 credits required

- Welding I
- Welding II
- AutoCAD I
- AutoCAD II
- Small Engines
- Intro to Health Careers/Health Careers
- Coding & Circuitry
- Personal Financial Literacy
- Alaska Cultures & Dog Mushing
- Culinary Arts
- Foundations of Technology
- Outdoor Leadership Skills
- Robotics
- Fiber Arts
- Shop (Wood Shop) (Shop Explorations)
- Greenhouse
- Arctic Agriculture
- Applications in Entrepreneurship series (pre-approved, led by community expert)
- Jobs in Fire and Fire Science
- Intro to Future Farmers of America
- College and Career Readiness

Course Approval: Teachers wishing to implement courses into AGSD Curriculum must follow the course design and approval process (see Forms section). When a course has been approved, it will appear in the District Curriculum Guide. See the Forms section for outline and submission form.

AGSD Middle School Course Offerings 2018-2019

English Language Arts

Typically listed in the schedule as **Middle School Language Arts**. These courses are a blend of reading through literature, composition, language, and building speaking/listening skills, and are aligned with the New Alaska English Language Arts standards for 6th, 7th, and 8th grades. See the section on K-8 Curriculum Materials for approved materials for these courses.

Math

Typically listed in the schedule as **Middle School Math**. These courses are aligned with the New Alaska Math standards for 6th, 7th, and 8th grades. See the section on K-8 Curriculum Materials for approved materials for these courses.

Social Studies

Typically listed in the schedule as **Middle School Social Studies**. These courses are to be aligned with focused Alaska Content Standards in Geography and History. The three texts used cover ancient world history, US history, and world geography (not necessarily in that order) for 6th, 7th, and 8th grades. For text titles, see the section on K-8 Curriculum Materials for approved materials for these courses.

Science

Typically listed in the schedule as **Middle School Science**. These courses are to be aligned with focused Next Generation Science Standards (NGSS). These should be a blend of the earth, life, and physical sciences, and incorporate regular hands-on learning and laboratory work. Also included is the ACHILL program course Animal Science. See the section on K-8 Curriculum Materials for approved materials for these courses.

Physical Education

Typically listed in the schedule as **Middle School PE**. PE should be aligned with the Alaska Content Standards for Healthy Living Skills. See the section on K-8 Curriculum Materials for approved materials for these courses.

Middle School Electives

Outdoor Leadership Skills	Creative Writing	Drama	Robotics
Survey of Emerging Technologies	Ak Cultures & Dog Mushing	Band	Choir
College & Career Readiness	Culinary	Fiber Arts	Fine Arts
Explorations of Technology	Shop Explorations	Music	Greenhouse

AGSD

High School

Course Descriptions

Language Arts

4 credits required

<p>English I Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • Prentice Hall Literature, Gold • Odysseyware English I & Fundamentals 	<p>Students engage in in-depth analysis of increasingly more complex literature, view that literature from its historical perspective, and connect it to other arts. They will write literary analyses, logical arguments, informational/explanatory texts, narratives, and focused research projects. These writing tasks will be both formal and informal. Additionally, they will engage in speaking and listening activities that use and incorporate media and technology. As a result of the reading, writing, speaking, and listening students will do in this course, they will grow their vocabulary and their understanding of how to communicate effectively by making skillful choices when expressing themselves with language.</p>
<p>English II Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • Prentice Hall Literature, Platinum • Odysseyware English II & Fundamentals 	<p>Students will delve into more historical literature. Students will continue to build their literacy skills by engaging in active reading, composition, speaking and listening activities, vocabulary study, and focused research projects. To become critical consumers of text, students will be exposed to increasingly more complex texts to which they apply those skills. As a result of the reading, writing, speaking, and listening students will do in this course, they will continue to develop their understanding of effective communication, as well as gain a broader perspective of literature.</p>
<p>English III Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • Prentice Hall Literature, American Experience • Odysseyware English III & Fundamentals 	<p>Emphasis is placed on a rhetorical analysis of literature to determine how authors achieve a particular purpose or effect. Through focused readings, composition, speaking and listening activities, vocabulary study and research, students will continue to build the literacy skills. To become critical consumers of text, students will be exposed to increasingly more complex texts to which they apply those skills. That critical content is both rigorous and relevant and includes high-quality contemporary works as well as the classics of literature, in addition to classic myths and stories from around the world, America's founding documents, foundational American literature, and Shakespeare.</p>
<p>English IV Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • Prentice Hall Literature, The British Tradition • Odysseyware English IV & Fundamentals 	<p>Students will engage in literature from around the world to heighten appreciation for those texts, improved critical and analytical skills in reading and writing, enhanced speaking and listening abilities, and enrich students' academic and personal vocabulary. Writing, research, and speaking assignments will continue to focus on formulating and expressing ideas and arguments about the readings. Particular emphasis is placed on synthesizing ideas into clear and concise prose and presentations. To become critical consumers of text, students will be exposed to increasingly more complex texts to which they apply those skills.</p>
<p>Creative Writing Length: 2 semesters HS Credits: 1</p>	<p>Creative Writing is a course for students to create original forms of descriptive writing, poetry, drama and fiction. Vocabulary development, creative writing techniques, and skills are explored. Computers and word processing are used for composition. Writings may be presented orally and in written form.</p>

Mathematics

3 credits required

<p>Algebra I Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • Big Ideas Algebra I • Odysseyware Algebra I & Fundamentals 	<p>Algebra I is a full year, high school course intended for the student who has successfully mastered the core algebraic concepts covered in the prerequisite course, of 8th Grade Math/Pre-Algebra. Within Algebra I, students will explore basic algebraic fundamentals such as evaluating, creating, solving and graphing linear, quadratic, and polynomial functions.</p>
<p>Algebra II Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • Big Ideas Algebra II • Odysseyware Algebra II & Fundamentals 	<p>Algebra II is a full-year, high school course intended for the student who has successfully completed the prerequisite course Algebra I. This course focuses on algebraic techniques and methods in order to develop student understanding of advanced number theory, concepts involving linear, quadratic and polynomial functions, and pre-calculus theories. This course also integrates geometric concepts and skills throughout the course, as well as introducing students to basic trigonometric identities and problem solving.</p>
<p>Geometry Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • Big Ideas Geometry • Odysseyware Geometry & Fundamentals 	<p>Geometry is a full year, high school course for the student who has successfully completed the prerequisite course, Algebra I. The course focuses on the skills and methods of linear, coordinate, and plane geometry. Students will gain solid experience with geometric calculations and coordinate plane graphing, methods of formal proof, and techniques of construction.</p>
<p>Consumer Math Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • Odysseyware Consumer Math 	<p>Consumer Math is an introduction to the many ways in which math can be used in everyday life. The course gives practical advice on how to handle situations that involve money and math principles. Consumer Math focuses on the basic skills and methods of arithmetic and provides students the opportunity to develop experience with algebraic techniques of evaluating variables and equations, including geometric formulas and interest equations. Students will also be introduced to topics in statistics.</p>
<p>Pre-Algebra Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • Glencoe Pre-Algebra • Odysseyware Pre-Algebra <p>Pre-requisites: Pre-approval from site admin required</p>	<p>Pre-Algebra is an introductory algebra course designed to prepare high school students for Algebra I. The course focuses on strengthening needed skills in problem solving, integers, equations, and graphing. Students will begin to see the "big picture" of mathematics and learn how numeric, algebraic, and geometric concepts are woven together to build a foundation for higher mathematical thinking.</p>

Trigonometry

Length: 1 year

HS Credits: 1

Approved Texts:

- Odysseyware
Trigonometry

Pre-requisites:

Algebra 1 & Algebra 2

Trigonometry is a course for high school students who have successfully completed Algebra I, Algebra II, and preferably Geometry. The materials cover a development of trigonometry from right triangle trigonometry to oblique triangles and the polar plane. Throughout the course, students will develop trigonometric formulas and use them in real-world applications, evaluate trigonometric proofs using complex trigonometric identities and solving trigonometric equations with regard to the unit circle.

The course seeks to help students expand their knowledge and skills so that students will begin to see the "big picture" of mathematics and understand how numeric, algebraic, and geometric concepts are woven together to build a foundation for higher mathematical thinking.

Science

3 credits required

<p>Earth Science Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • Prentice Hall Earth Science • Odysseyware Earth Science 	<p>Earth Science is a basic science course intended to further explore the designs and patterns of our planet. This course covers such areas as the origin, history, and structure of the earth. It also covers forces that cause change on the earth and features of the earth including the crust, water, atmosphere, weather, and climate. Earth science wraps up with astronomy and a study of all the planets, the solar system, and galaxies. The course strives to teach that each feature of the earth interacts with the others in many critical ways, and the study of these relationships is important to humanity.</p>
<p>Physical Science Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • Glencoe Physical Science • Odysseyware Integrated Physics and Chemistry 	<p>Physical science is a course designed for high school students needing an entry-level science course covering basic concepts found in chemistry and physics. Topics included in this course are matter, motion and forces, work and energy, electricity and magnetism, and waves.</p>
<p>Biology Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • Glencoe Hall Biology • Odysseyware Biology 	<p>Biology is intended to expose students to the designs and patterns of living organisms and their interactions with the environment. In preceding years, students should have developed a foundational understanding of life sciences. Expanding on that, this Biology course will incorporate more abstract knowledge. The student's understanding should encompass both the micro and macro aspects of life, and this biology course includes both. The major concepts covered are taxonomy, the chemical basis of life, cellular structure and function, genetics, microbiology, plant structure and function, animal structure and function, and ecology and the environment. Students at this level should show development in their understanding of scientific inquiry.</p>
<p>Natural Resources & Ecology Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • CASE Curriculum 	<p>This course provides students a variety of experiences that in the fields of natural resources and ecology. Students will explore hands-on projects and activities while studying topics such as land use, water quality, stewardship, and environmental agencies. Study of the natural world including biomes, land, air, water, energy, use and care as well as a focus on issues surrounding man's interaction with the Earth will be addressed in this course. Students will select an ecosystem to study throughout the course and apply principles of natural resources and ecology from each unit of study to that ecosystem.</p>

<p>Chemistry Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • ACS Chemistry in the Community • Odysseyware Chemistry 	<p>Chemistry provides a more in-depth study of matter and its interactions. In preceding years students should have developed an understanding for the macroscopic properties of substances and been introduced to the microstructure of substances. Chemistry will expand upon that knowledge, further develop the microstructure of substances and teach the symbolic and mathematical world of formulas, equations, and symbols.</p> <p>The major concepts covered are measurement in chemistry, atomic structure, chemical formulas and bonding, chemical reactions, stoichiometry, gases, chemical equilibrium, and organic chemistry. Students at this level should show development in their ability and understanding of scientific inquiry.</p>
<p>Physics Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • Conceptual Physics • Odysseyware Physics 	<p>Physics is intended to provide a more in-depth study of the physical universe. In preceding years students should have developed a basic understanding for the macroscopic and microscopic world of forces, motion, waves, light, and electricity. Physics will expand upon that prior knowledge and further develop both. Students will learn more about the symbolic and mathematical world of formulas and symbols used in physics. The major concepts covered are kinematics, forces and motion, work and energy, waves, sound and light, electricity and magnetism, and nuclear physics.</p> <p>Students at this level should show development in their ability and understanding of scientific inquiry.</p>
<p>Veterinary Science 100 Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • Veterinary Science 100 <i>in Canvas</i> 	<p>The course encompasses science, medical terminology, animal behavior and handling, office procedures, and so much more. Through online delivery and local lab participation students will meet the challenging and rewarding requirements needed to become employed as a veterinary team member. We will also build on the sport of dog-mushing as inspired by George Attla and the FRANK ATTILA YOUTH & SLED DOG CARE-MUSHING PROGRAM.</p>
<p>Veterinary Science 200 Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • Veterinary Science 200 <i>in Canvas</i> 	<p>This course builds on the Veterinary Science 100 course with more advanced topics and experiences for students. These topics include basic microbiology, surgical assistance (e.g., anesthesiology, basic pre- and post-op techniques and procedures), pathology knowledge and lab skills, radiology, understanding lab animal research, exploring dog breeds, and gaining the technical skills for large animal care.</p>
<p>Alaska Veterinary Technology Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • Alaska Veterinary Technology <i>in Canvas</i> 	<p>Alaska Veterinary Technology is a portal to one of the most rewarding and enriching fields of study. Veterinary medicine is composed of compassionate professionals, technically skilled and work as a team. As in human medicine, the veterinary health-care team is composed of many members, each with an important role in the in the proper care of patients and function of a veterinary hospital. This course is divided into 18 weekly units encompassing science, medical terminology, animal behavior and handling, office procedures, and so much more. This course is an overview of what knowledge is needed to become a veterinary assistant.</p>

Social Studies

3 credits required

<p>Human Geography Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> Wiley Human Geography: People, Places, and Culture 	<p>Human Geography teaches students to appreciate the diversity of people, places, and cultures, and understand the role people play in shaping our world. The goals of this course are to provide geographic context to global, regional, national and local issues and to teach students to think geographically and critically about these issues. Students will learn 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 human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.</p>
<p>World Geography Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> Prentice Hall World Geography: Building a Global Perspective Odysseyware World Geography 	<p>World Geography takes students on a journey around the world in which they will learn about the physical and human geography of various regions. They will study the history of each region and examine the political, economic, and cultural characteristics of the world in which we live. Students will also learn about the tools and technologies of geography such as globes, maps, charts, and global information systems.</p>
<p>World History Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> Prentice Hall World History: Connections to Today Odysseyware World History Odysseyware World Civilizations 	<p>World History explores the people, events, and ideas that have shaped history from the beginnings of human society to the present day. Students will study such topics as ancient civilizations, empires, exploration, the world wars, and globalization. Students will also gain practice in research using technology and writing through various projects. In addition to the default course program, World History includes alternate lessons, projects, essays, and tests for use in enhancing instruction or addressing individual needs.</p>
<p>US History Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> Prentice Hall America: Pathways to the Present Odysseyware US History Foundations to Present Odysseyware US History Reconstruction 	<p>US History begins with early American exploration to the present day, placing special emphasis on the politics of the 18th and early 19th centuries and the Civil War. These areas of focus target three major content strands: History, Geography, and Government and Citizenship. Additionally, students will gain practice in writing essays and reports, covering topics like the Monroe Doctrine, the states' rights debate, the Lincoln-Douglas debates, isolationism, the New Deal, and the Korean conflict.</p>

<p>to the Present</p> <ul style="list-style-type: none"> • Odysseyware Vietnam Era • Odysseyware Civil War 	
<p>Alaska History Required Course Length: 1-2 semesters HS Credits: .5 - 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • Alaska Studies <i>in Canvas</i> 	<p>This course examines the development of Alaska and how different events transformed the state, and more specifically, our region of the Upper Tanana. Scope of the course includes:</p> <p>Geography Alaska Native peoples The Russian Period American Exploration The Gold Rush Developing Alaska's Infrastructure and Industries World War II in Alaska Statehood Oil Boom Native Concerns and ANCSA Eastern Interior History</p>
<p>US Government Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • MacGruder's American Government • Odysseyware Government 	<p>American Government is a class designed to acquaint students with the origins, concepts, organizations, and policies of the United States government and political system. To increase comprehension, students will read and analyze relevant primary and secondary source documents and incorporate these ideas into the assigned material.</p>
<p>Honors U.S. History Length: 2 semesters HS Credits: 1</p> <p>Approved Texts: Teacher curated sources</p>	<p>This is an advanced level history course that will give students a solid background in the skills necessary to study, interpret, and analyze history. The course skills include note taking, writing, analyzing historical sources, and discussion and debating techniques. Students will study American History through a wide variety of historical sources that challenge existing perceptions. Students will undertake research projects.</p>
<p>Local Area History Project Length: 2 semesters HS Credits: 1</p> <p>Approved Texts:</p> <ul style="list-style-type: none"> • Local Area History Project <i>in Canvas</i> 	<p>This course is designed in AGSD to facilitate student investigations into their local communities, with the goal of student created works about their local areas. Students will conduct research online using archives, and locally, using libraries and community members. There is an emphasis on engaging with and interviewing in the community. The course is flexible to meet to needs of unique situations, different communities, multiple grade levels (middle or high school), and course lengths. Teachers can pull from specific pieces in the modules to address the needs of their students. Scaffolding is essential for student success. They will need knowledge about historical methods, interviewing, storyboarding, as well as technical skills for camera usage and (possibly) video creation.</p>

PE/Health Education

.5 PE, .5 Health required

High School PE Length: 1-2 semesters HS Credits: .5 - 1 Approved Texts: <ul style="list-style-type: none">• SPARK Curriculum• Odysseyware High School PE	This course is an orientation to physical education, physical fitness, and health. It is an introduction to basic skills and movement by participation and instruction in physical activities such as individual and team sports and general physical fitness. All students must pass this course in order to graduate.
Varsity Sport	A student may participate in an approved varsity sport to receive the required .5 credit for physical fitness. Students must complete the season to the satisfaction of the sport's varsity coach.
High School Health <i>Required Course .5 credit</i> Length: 1-2 semesters HS Credits: .5 - 1 Approved Texts: <ul style="list-style-type: none">• Odysseyware High School Health	High School Health introduces students to what good health is, why good health is important, and what students should do in order to achieve good health.

Career and Technical Education (CTE)

Elective Credit

Welding I Length: 1 year HS Credits: 1 <ul style="list-style-type: none"> • 	This course is designed to introduce students to some of the fundamental tools, equipment, materials, and processes used in various fields of welding. The course is designed around workplace safety and job readiness skills. Students will gain knowledge about career opportunities, requirements, and the development of skills that will prepare students for success. This course follows the industry standards set forth by the American Welding Society and the Occupational Safety and Health Administration. Students' main emphasis is welding safety and the shielded metal arc welding process. They will also gain experience on the oxygen/acetylene welding and cutting systems. Students passing the end-of-year test are eligible for AWS Welding Process/Position Certification and university credit.
Welding II Length: 1 year HS Credits: 1 <ul style="list-style-type: none"> • 	Students will learn advanced SMAW welding techniques in horizontal, vertical and overhead positions while using welding rods from the four main classifications of electrodes. Students will complete four basic weld joints including Tee Fillet single pass, corner joint, butt joint, lap joint, and v-groove with multi-pass. This course follows the industry standards set forth by AWS and the Occupational Safety and Health administration. Students' main emphasis is welding safety, advanced SMAW process, learning welding symbols, reading welding detail drawings, introductory GTAW, FCAW, and GTAW processes using both ferrous and nonferrous metals. Students passing the end-of-year test are eligible for AWS Welding Process/Position Certification. Students are also eligible to receive university credit through UAF upon passing the Certification test.
AutoCAD I Length: 1 year HS Credits: 1 Approved Texts: <ul style="list-style-type: none"> • Beginning AutoCAD 	AutoCAD I provides an understanding of the features, limitations, and considerations associated with the operation of a computer based drafting system. Students will gain experience using CAD software and associated plotters and printers. Students will demonstrate CAD competency as demonstrated by drawings that are produced throughout the course.
AutoCAD II Length: 1 year HS Credits: 1 Approved Texts: <ul style="list-style-type: none"> • Beginning AutoCAD Prerequisite: AutoCAD I	AutoCAD I improves upon the understanding of the features, limitations, and considerations associated with the operation of a computer based drafting system that students learned in AutoCAD I. Students will continue to use CAD software and associated plotters and printers for more complex designs and projects. Students will demonstrate advanced CAD competency as demonstrated by drawings that are produced throughout the course.
Small Engines Length: 1 year HS Credits: 1	This course is designed to introduce students to basic engine construction, principles of operation, the various types of tools used in the field, fasteners, sealants, and gaskets. This course is primarily based on 4-stroke engines with brief introductions to 2-stroke and

	diesel engines. Basic fuel, carburetion, injection, ignition, lubrication and cooling will also be covered. Students passing the industry certification test at the end of the course are eligible to receive university credit.
Intro to Health Careers/Health Careers Length: 1 semester HS Credits: .5 UAF Credits: 3 Approved Texts: <ul style="list-style-type: none"> • Introduction to Health Care, 3rd ed. 	Students in this course will explore a variety of healthcare related careers, and gain knowledge of the roles, responsibilities, and training required for each. Participants will conduct guided self-assessments to help them envision themselves in rewarding careers that are appropriate to their skills and interests. Students will also learn the roles and responsibilities of different members/functional units of the health care team; information on related job and educational opportunities; needs and roles of health providers in rural and urban Alaska settings. Through this course, students will also receive a great introduction to some of the basic medical skills, legal and ethical responsibilities, and medical terminology that are essential to any of the health care careers.

Technology

1 credit required

Survey of Emerging Technologies Length: 1 year HS Credits: 1 Approved Texts: <ul style="list-style-type: none"> • Survey of Emerging Technologies <i>in Canvas</i> 	Students will learn practical applications of web-based software used for communications, creativity, collaboration and critical thinking based on the ISTENets Standards
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World Languages

Elective Credit

Spanish I Length: 1 year HS Credits: 1 Approved Texts: <ul style="list-style-type: none"> • Realidades • Odysseyware Spanish I 	In Spanish I, students begin to develop competence in four basic skill areas: listening, speaking, reading, and writing. While developing communicative competence in Spanish, students gain and expand their knowledge of Spanish speaking countries and cultures. Emphasis is placed on learning the present tense, the near future and the past tense.
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Fine and Performing Arts

Elective Credit

High School Band	In High School Band, students will spend time on technical exercises, scales, etudes, solos and in ensembles. This group is a performance ensemble and represents the school at public performances.
High School Choir	In High School Choir, students will spend time developing vocal technique. This group is a performing vocal ensemble and represents the school at public performances
High School Art, Fine Arts	Students will learn to apply the basic concepts of art theory, including space, form, line, value, texture, and color, to a variety of different projects and mediums. In this hands on class students will practice with different mediums to create their own original works or art. Projects may include drawing, painting, sculpting, wood burning, glass mosaics, beading, and carving. Students will also analyze famous works from different historical periods and cultures to improve their own works and their understanding of art.
Fiber Arts	Fiber Arts students will learn how to select and care for fabrics, follow pattern directions, and use a sewing machine. They will demonstrate a variety of fine art and sewing skills through self-designed projects including clothing, accessories, and home décor items. Students will also explore quilting techniques, as well as traditional cultural sewing arts.
Drama	The class introduces the student to beginning acting techniques and theatre appreciation. The class includes: Teamwork, relaxation, concentration, movement, voice, play analysis, acting, improvisation, character analysis, theatre vocabulary, scene work, monologues, audition/interview skills, and public performance.
Music	This general music course for high school students can include distance lessons with the guitar program and fiddle program, as well as a survey of music or musical instruments from a teacher's area of specialty.

General Electives

7 credits required

Alaska Cultures & Dog Mushing	<p>This course covers an array of topics related to dog mushing in Alaska, including community cultures and history around dog mushing, as well as special curriculum about Native cultures, environment, veterinary science, and history. The course materials are in an online format, which includes a suggestion of a variety of physical materials available for check-out by teachers. Each unit is a stand-alone unit of curriculum with materials and a planning structure. Teachers can pick and choose from the variety of units, and form their own scope and sequence using these units in a way that is best suited to the seasons, local resources, and activities to plan their year.</p>
Culinary Arts	<p>Culinary Arts is a course for students who are interested in learning how to cook. It includes studying simple food preparation techniques. Students will also gain an understanding of safe and sanitary food handling practices, dealing with food in social gatherings, and measuring and converting recipes.</p>
Robotics	<p>VEX Robotics is designed to help students in grades 7-12 explore the fundamentals of robotics and the engineering design process while learning to use VEX Classroom & Competition Robotics Kits. Students will walk through the design and build a robot to play a sport-like game, while also learning key STEM principles, and robotics concepts. Students will compete head-to-head against their peers in the classroom, or on the world stage in the VEX Robotics Competition.</p>
Outdoor Leadership Skills	<p>This course is a wilderness skills elective that covers basic skills needed to survive, thrive, and enjoy the Alaskan wilderness. This hands-on class involves lots of outdoor time, and includes learning about such vital skills as fire building, navigation, backpacking, clothes and layering, and wilderness first aid.</p>
Greenhouse Length: 2 semesters HS Credits: 1 Approved Texts: <ul style="list-style-type: none"> • Odysseyware Plant Systems (some units) • Alaska Gardening Guide 	<p>Greenhouse Plant Science is an integration of hands-on experiences in the Gateway Greenhouse, publishing on the Greenhouse blog, and in-class coursework. The class introduces students to the basics of plant biology, soil science, agriculture, and horticulture, along with the environmental management practices involved in each, including integrated pest management, biotechnology, growth techniques, and crop management. Students will learn the basic parts of a plant, how plants are scientifically classified, and how they interact with water, air, nutrients, and light to undergo the processes of photosynthesis and respiration. Plant reproduction, including pollination, germination, and dispersal of seeds, is also presented. Students will learn the basics of greenhouse operations and management. All of these concepts are covered in the in-class work, and put into practical</p>

	application in the Gateway Greenhouse.
Arctic Agriculture Length: 2 semesters HS Credits: 1 Approved Texts: <ul style="list-style-type: none"> Odysseyware Plant Systems (some units) Alaska Gardening Guide 	Arctic Agriculture is a variation on the Greenhouse Plant Science course. The curriculum also expands to include outdoor seasonal gardening in regions of Alaska, and learning about the special conditions in harsh climates that match to specific plants. Learning about subsistence plants is also included.
Foundations in Technology Length: 1 year HS Credits: 1	Foundations of Technology (high school) and STEM (middle school) are designed to establish research and development tools to solve problems. Students will be given a problem and they will need to build a prototype to solve the question. Students will problem solve through knowledge and skills in using simple machines, gears, mousetrap cars, cranks, the NASA Rover Mission, catapults and trebuchets, hydraulics, cranes and bridges, Rube Goldberg machines, trommels, and design of new tools.
Jobs in Fire and Fire Science Length: 1 year HS Credits: 1 Approved Text: Jobs in Fire and Fire Science <i>in Canvas</i>	This high school level course serves as an engaging, hands-on introduction to forest and tundra ecology, wildland fire behavior, and fire management principles. Students will become acquainted with jobs related to ecology and fire management through community partnerships, and explore career pathways, obtain job training and employability skills, and research careers of interest.
Senior Survey Length: 1 year HS Credits: 1	This is an elective course for seniors. The focus is on teaching practical knowledge and skills graduating seniors will need as they prepare to leave high school. Topics/skills include; financial literacy, planning for the future, time management, and many other pertinent and useful life skills.
Introduction to Future Farmers of America	FFA is an intercurricular student organization for those interested in agriculture and leadership. In this course, students will have the opportunity to explore many facets of FFA. Agricultural education is a systematic program of instruction available to students desiring to learn about the science, business, technology of plant and animal production and/or about the environmental and natural resources systems.

Other (not for credit):

Keyboarding Approved curriculum: <ul style="list-style-type: none"> All The Right Type 	Keyboarding is not offered as a separate class. Rather, each site develops a plan for how keyboarding will be delivered in daily practice increments within the regular school schedule.
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DUAL CREDIT

AGSD Tech Prep and Dual Credit Procedures

High school students in Alaska Gateway School District may pursue opportunities to take college courses through accredited Alaska universities and also receive high school credit for those courses. Students who wish to take these courses as part of their regular school schedule must first receive approval from the counselor and site principal. Once this approval is received, students will follow the procedures regarding pacing and accountability as outlined in regarding the district's Online Course Guidelines section of the Curriculum Guide. Students may also choose to take these courses on their own time during the school year or during the summer.

There are procedures for students who wish to apply for a reimbursement for the cost of their course and the procedures for having college credits transcribed onto their high school transcripts. See the FORMS section for the AGSD University Transcription Credit & Reimbursement Request Form.

Tech Prep Credit

The tech prep program is a concurrent enrollment program offered in cooperation between accredited universities and our school district. The program recognizes high quality classes offered at the high school level and provides students with the opportunity to earn university credits toward an occupational endorsement, certificate, and/or degree by completing classes in high school that have been approved for university credit. There is no limit to the number of tech prep credits a student may receive in high school. Tech prep credits cost \$25 per university credit. In most cases, both semesters will need to be successfully completed in order to be eligible for tech prep credit. Some classes may require passing certification test to receive tech prep credit.

Student Registration and Final Grades

Counselors will generate the registrations required for university credits.

Submitting Course Grades to the University

The high school instructor in the district who is teaching a course for Tech Prep credit will receive a print out of enrolled students from the university with blanks by the student names. The teacher should enter the students' letter grades. At that time, they need to make a copy of this form to submit to Counselor and District Office for the students' high school transcripts. They should submit the original completed form to the university.

Getting a High School Class Approved for Tech Prep Credit

In order to get a course approved from UAF for Tech Prep credit, a teacher should begin the process no later than one month before the course is scheduled to begin.

The following documentation is required for course and instructor approval:

- Teacher Resume
- [Area of Expertise Form](#)
- Teacher Certifications
- Teacher Transcripts
- 2 Reference Letters
- [Teacher Registration Form](#) (skip the “Course Information” section)
- Course Syllabus (See [UAF Syllabus Requirements](#) and [Sample UAF Syllabus](#))

Copies of updated documentation already on file with AGSD can be provided upon request.

Transcription

Official high school transcripts are legal documents that are generated through the student registrar in the district office by request. Unofficial high school transcripts can be generated through site administrators and counselors by request.

**Grades in Honors classes, Advanced Placement Classes or pre-approved University core courses in a degree program will be weighted by an additional 1 point per semester with the exception of a failing grade. (i.e.: An A in an above listed class equals 5 points.)*

Credits

1. In grades 9 - 12, credits will be granted at the rate of one-half credit per semester for each course for which a passing semester grade is awarded. No credit will be granted on a quarterly basis.
2. Credits will also be granted for post-secondary courses taken through regionally accredited post-secondary institutions. Superintendent approval, or designee, in writing on a case-by-case basis is required in order for post-secondary credits to be counted for non-elective courses.
3. Post-secondary credits will be converted on the following basis:

<u>Post Secondary Credit</u>	=	<u>High School Credit</u>
1.0		.10
2.0		.25
3.0		.50
4.0		.65
5.0		.80
6.0		1.0

Online and Distance Education for Independent Study

Online and Distance Education Courses for Independent Study

These courses consist of a variety of class offerings to students available from various providers, such as Odysseyware, UAF online courses, and various independent study courses through REACH Academy. Students use these independent study options to fulfill graduation requirements, to meet the requirements of the Alaska Performance Scholarship, earn college credit, and for credit recovery. With the approval of site administration, a student may choose to take an independent study course. Below are general guidelines our schools use to support students who are taking independent study.

Students taking a distance education course will have:

- A designated space to work in during class time
- Access to tools (computer, etc.) and resources (textbook, etc.) necessary to successfully complete the course
- Supervision and assistance during the designated class time
- A certified Teacher of Record assigned who will:
 - Meet regularly with the student to set pacing for the course and assist with questions on coursework and timely course submissions/completion
 - Communicate student progress and performance to the principal and parents at regular intervals
 - Record student progress and performance in PowerSchool weekly for permanent records and grade report cards.

University of Alaska Online and Distance Delivery Courses

Online courses provided by the University of Alaska are supported by Alaska Gateway School District. A student must have approval from the site administrator. These courses offer college-level opportunities for credit to students. Each student who is successful in completing a University of Alaska course will receive dual credit (AGSD Credit and College Level Credit). See pages for the required forms. Submit forms to AGSD guidance counselor.

Odysseyware

Odysseyware Approved Courses

The following courses are designed for students seeking original credit that is not offered at their site, for students who seek advancement, for students needing credit recovery, and for students who are unable to participate in a regular classroom situation. A letter grade will be awarded to a student who successfully completes the entire course.

Approved Odysseyware Independent Study List 2018-2019

English Language Arts (ELA):

English I
English I Fundamentals
English II
English II Fundamentals
English III
English III Fundamentals
English IV
English IV Fundamentals

Mathematics:

Algebra I
Algebra I Fundamentals
Algebra II
Algebra II Fundamentals
Analytic Geometry
Geometry
Geometry Fundamentals
Consumer Math
Integrated Math I
Advanced Algebra
Coordinate Algebra
Pre-Calculus
Trigonometry (semester only)

Science:

Biology
Chemistry
Earth Science
Integrated Physics and Chemistry
Physics
Environmental Science

History (Social Studies):

Economics (semester only)
Government (semester only)
US History Foundations to the Present
US History Reconstruction to the Present
World Civilizations
World History
World Geography
Civil War (semester only)
Vietnam Era (semester only)
Civics (semester only)
Twentieth Century American History
(semester only)

Health:

Health Education (semester only)

Electives: (Odysseyware electives are semester courses only)

Art History
Essentials of Business
Essentials of Communication
Media Studies
Money Matters A
Money Matters B
Music Appreciation
Music Theory
Personal and Family Living
Personal Financial Literacy
Psychology

Approved Odysseyware Career and Technical Education-CTE

(Odysseyware CTE's are semester courses only)

The Odysseyware Independent Study course offerings are categorized by Career Clusters. The National Career Clusters® Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study. In total, there are 16 Career Clusters in the National Career Clusters Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career.

Career Explorations:

- Career Explorations I
- Career Explorations II
- Career Explorations III

Agriculture, Food, and Natural Resources Cluster

- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food and Beverage Management
- Food Safety and Sanitation
- Food Products and Processing Systems
- Introduction to Agriculture, Food, and Natural Resources
- Natural Resources Systems
- Plant Systems
- Power, Structural and Technical Systems

Architecture and Construction Cluster

- Careers in Manufacturing Processes
- Construction Careers
- Introduction to Careers in Architecture and Construction
- Introduction to Careers in Manufacturing

Business Management and Administration Cluster

- Banking Services Careers
- Business Law
- Career Management
- Careers in Marketing Research
- Introduction to Careers in Marketing
- Introduction to Consumer Services
- Technology and Business
- Small Business Entrepreneurship

Education and Training Cluster

- Introduction to Careers in Education and Training
- Teaching and Training Careers

Finance Cluster

- Introduction to Careers in Finance
- Principles of Business and Finance

Government and Public Administration Cluster

- Introduction to Careers in Government and Public Administration

Health Science Cluster

- Careers in Allied Health
- Introduction to Careers in the Health Sciences
- Nursing: Unlimited Possibilities and Unlimited Potential
- Physicians, Pharmacists, Dentists, Veterinarians and Other Doctors
- Public Health: Discovering the Big Picture in Health Care
- Therapeutics: The Art of Restoring and Maintaining Wellness

Hospitality and Tourism Cluster

- Introduction to Hospitality and Tourism Systems
- Lodging Operations Management
- Marketing and Sales for Tourism and Hospitality
- Planning Meetings and Special Events
- Sustainable Service Management for Hospitality and Tourism
- Transportation and Tours

Human Services Cluster

- Counseling and Mental Health Services
- Early Childhood Development and Services
- Family and Community Services
- Introduction to Human Growth and Development
- Introduction to Human Services
- Personal Care Services

Law, Public Safety, Corrections and Security Cluster

- Corrections: Policies and Procedures
- Fire and Emergency Services
- Forensics: Using Science to Solve a Mystery
- Introduction to Law, Public Safety,

Corrections, and Security

- Law Enforcement Field Services
- Legal Services
- National Security Careers
- Security and Protective Services

Science, Technology, Engineering and Mathematics Cluster

- Engineering and Design
- Engineering and Innovation
- Engineering and Product Development
- Introduction to STEM
- Science and Mathematics in the Real World
- Scientific Discovery and Development
- Scientific Research
- STEM and Problem Solving

Online and Independent Study Course Procedures

for AGSD students taking an independent study course for high school credit and/or dual credit during their regularly scheduled school day

These procedures refer to students taking courses for credit online through the district's Odysseyware Independent Study program, AGSD's in-house online courses, courses through UAF, or another distance option. Students in these courses will be assigned a course monitor, and will also receive a pacing schedule.

Odysseyware for Independent Study

*(*Note that AGSD also utilizes Odysseyware as an online text for blended learning in some high school courses. This is NOT the same as utilizing the program as an independent study course for the purposes described here.)*

- All lessons, quizzes, and tests must be completed with an 80% or better to move on.
- Lessons - students get 3 tries to get an 80%. If after 2 tries they are still having a lot of difficulty, they should see the teacher for help.
- Quizzes - students get 2 tries to get an 80%. Students should review the lessons carefully before attempting a quiz. If after the first try they are still having difficulty, they should review the lessons again and see the teacher for help.
- Tests - students get 1 try to get an 80%. Students should review the lessons and quizzes very carefully before attempting a test. If during mid-test a student has questions, they may see the teacher.

Pacing: Students are paced from the beginning of the course. Once the semester begins, it does not matter what the Odysseyware system says is a due date, **PowerSchool due dates and the original pacing schedule that was set at the beginning of the term are what counts.**

Assignments, due dates, and scores for each completed lesson, quiz and test are entered into PowerSchool. If students need to know what is due during a particular week, they should check PowerSchool. If a student does not complete all of the lessons within a week that are due, zeroes will be entered into PowerSchool and will remain there until the student completes them with the 80% or better score. Eligibility is run on Mondays. What is in PowerSchool will determine eligibility.

By the end of the semester students must **COMPLETE THE COURSE**. Courses with assignments left undone in the system will receive a failing grade, even if PowerSchool lists a passing grade. Students must keep their scores at 80% or better AND must fully complete the course in Odysseyware to pass the class.

FOR SPECIFIC PROCEDURES FOR MONITORING/PACING/REPORTING PROGRESS OF STUDENTS IN ODYSSEYWARE, SEE THE VIDEO ON THE DISTRICT WEBSITE UNDER INSTRUCTION & ASSESSMENT - ONLINE RESOURCES

Other Online classes (AGSD, UAF, etc.)

- For other online courses, the monitoring teacher will look at the course syllabus and make decisions about pacing from there.
- If the course syllabus lists due dates, those will be entered into PowerSchool at the beginning of the course.
- If the online course has a live teacher, they determine course due dates and communicate them with the course monitor who enters them in PowerSchool.
- If the course syllabus does not list due dates, the monitoring teacher will pace the course out so that by completing work at regularly scheduled times students will complete the course successfully by end of semester.
- This pacing schedule will go into PowerSchool, and progress will be measured against these due dates.

In any of these cases, just as with Odysseyware, what is in PowerSchool determines grade and eligibility status.

As with Odysseyware, for any online courses, by the end of the semester students must COMPLETE THE COURSE , and the online instructor should communicate with the in-school monitoring teacher that students have done so to their satisfaction.

Online Programs

Online programs are digital subscriptions AGSD has for teachers to use for core programs, blended learning, differentiated instruction, adaptive learning and assessments, intervention, practice, and enrichment. Some of these programs are to be used as foundational programs, and some are to supplement the regular program or provide intervention. Following is a listing of Online Programs AGSD subscribes to and/or endorses for classroom use:

Name	Description	Grades
Lexia Core5	ELA	K-5
Accelerated Reader	ELA	K-12
Learning A-Z	ELA	K-5
MyOn Reading	Reading	K-12
IXL	Math, ELA, Science, Social Studies	K-12
connectED	MyMath, Redbird	K-5
ALEKS	Math	6-12
Easy CBM	Math, Reading	K-8
Khan Academy	Math, Science, Social Studies	K-12
Core Focus on Math online resources	Math	6-8
Big Ideas Math online resources	Math	9-12
Actively Learn	Reading	6-12
Mystery Science	Science	K-5
Newsela	All subjects	K-12
Spelling City/Vocabulary City	Spelling and Vocabulary	K-6
Intervention Central	Math, ELA	K-12
Class Dojo	Behavior, classroom management	K-4/5

K - 8 Curriculum Programs

Mathematics

APPROVED CURRICULUM MATERIALS:

- K-5 MyMath - *core program*
- K-5 Redbird - *core and intervention*
- 6th-8th ALEKS - *Core or Supplemental, depending on implementation plan*
- 6th - 8th Core Focus on Math - *core program*
- K-7 Math in a Cultural Context (MCC) - *supplemental*
- K-8 IXL - *supplemental*
- 1-5 Daily Math Word Problems - *supplemental*
- K-6 Mad Minute - *supplemental*
- 1-5 Success With Math - *supplemental*

K - 8 Curriculum Programs

English Language Arts

APPROVED CURRICULUM MATERIALS:

- K-5 Lexia Core5 - *core and intervention program*
- K-5 Scholastic Leveled Book Room - *core program*
- K-12 AGSD Writing Program - *core program*
- 6th - 8th Prentice Hall Literature - *core program*
- K-12 Accelerated Reader - *supplemental*
- K-5 Learning A-Z - *supplemental*
- K-8 MyOn Reading - *supplemental*
- K-8 IXL - *supplemental*
- 1st-8th Daily 6-Trait Writing - *supplemental*
- K-8 Write Source Skillsbook - *supplemental*
- 6th - 8th District Trade Book List - *supplemental*
- 6th - 8th Odysseyware (grammar/mechanics/usage)- *supplemental*

K - 8 Curriculum Programs

Social Studies

APPROVED CURRICULUM MATERIALS:

- K-5 TimeLinks - *core program*
- 6th-8th - Journey Across Time (World History) - *core program*
- 6th-8th - The American Journey (US history) - *core program*
- 6th-8th - Exploring Our World (World Geography) - *core program*
- 3rd-5th IXL - *supplemental*

K - 8 Curriculum Programs

Science

APPROVED CURRICULUM MATERIALS:

- K-8 Carolina Science Kits - *core program*
- K-5 Houghton Mifflin Science Explorer - *core program*
- 6th-8th Prentice Hall Science Explorer: Life Science - *core*
- 6th-8th Prentice Hall Science Explorer: Earth Science - *core*
- 6th-8th Prentice Hall Science Explorer: Physical Science - *core*
- 6th Odysseyware Science 600 (blended) - *core program*
- 7th Odysseyware Science 700 (blended) - *core program*
- 8th Odysseyware Science 800 (blended) - *core program*
- 6th-8th Middle School Animal Science - *core program* through ACHILL

K-8 Curriculum Programs

PE and Other

APPROVED CURRICULUM MATERIALS:

- K-8 Spark PE Curriculum
- All The Right Type
- Keyboarding Without Tears
- Handwriting Without Tears
- D'Nealian Handwriting
- Action Based Learning
- Charlie Cart Curriculum

Forms



**Alaska Gateway School District
Class Schedule Change Form (Add/Drop)**

Student Name _____

Student Grade _____ School _____

Parent Signature _____ Date Returned _____

Course to be Dropped	Course Materials Returned (Y/N)	Teacher Initials	Course to be Added	Teacher Initials

This form must be filled in completely, including parent, counselor, and principal signatures, and teacher initials **PRIOR** to class change. Any academic books, library books, or supplies must be returned to the class being dropped **PRIOR** to class change.

Counselor's Signature Date

Principal's Signature Date

Alaska Gateway School District

Middle School students may be eligible to receive high school credit for a **core** course taken at the high school level. Successful completion of the course is required for credit to be granted. This class and corresponding credit will appear on the student's official transcript upon completion.

Course Title		Instructor
School		Credit Type (Math, English, Social Studies, Science)
Semester 1 Units of HS Credit to be earned		Curriculum Source
Semester 2 Units of HS Credit to be earned		

Submit completed form to Director of Curriculum & Instruction for final approval

Current or former students <i>Complete this form and sign below</i>			
Last Name	First Name	M.I.	Suffix
Previous/Former Names			
School(s) attended in AGSD			
Date of Birth	Contact Number	Email Address	

Mailing Instructions for your Transcript
Address/Addresses where you want your Alaska Gateway School District transcript sent

Address 1	Number of Transcripts	Address 2	Number of Transcripts
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	

AUTHORIZATION: *This request will not be processed without a handwritten signature.*

Student's Signature _____ Date _____

OFFICE USE ONLY: Verified by: _____	Completion Date: _____
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Alaska Gateway School District Transcript Office	PO Box 183 Tok, AK 99780	PH: (907) 883-5151 c.thurneau@agsd.us
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Alaska Gateway School District Course Approval Form

Teachers wishing to design a new course to be included in the AGSD Curriculum for high school credit, grant funding, or dual credit purposes, need to complete the course approval process. The first part of the process includes completing the following form. This needs to be submitted to the office of Curriculum and Instruction for review and approval. During the review process, the submitting teacher should be prepared to provide more information, or to make revisions to the submission, as requested by the Director of Curriculum and Instruction.

Course Information

Course Name	*Official title it will have on transcript
Course Instructor	
Semesters/Credits	*How many semesters & credits
Location	*Online, school name, etc.
Course Description (Limit 100 words)	*Think of this as the advertisement for the course. It should include an enticing description of major areas of content and/or topics, as well as a general statement of the enduring understandings students will come away with.
Course Objectives	*Students will know:
Student Learning Outcomes	*Students will be able to:
Course Standards	*Which standards provider(s) will be used for the course
Standards Alignment	*List the standards that are aligned with the course objectives and student learning outcomes (above)
Alaska Employability Standards Alignment (Required for RAVE Courses)	*List the Alaska Employability Standards that are aligned with the course objectives and student learning outcomes (above)
Alaska Cultural Standards Alignment (Required for RAVE Courses)	*List the Alaska Cultural Standards that are aligned with the course objectives and student learning outcomes (above)
Instructional Methods	*Lecture, small group discussion, projects, collaborative work, etc. any combinations
Course Pre-Requisites	*This can be a course or courses, or the requirement that students must be at a certain age or grade level.

Course Outline

Course Topics and Timeline	*Unit names or larger breakdowns of content, and approximately how long those sections last. For example, "Fiction Writing - 2 weeks".
Course Calendar	*Week by week what students can expect to be doing. Usually listed with objectives and a brief overview of the major activity or project for that period of time. For example, "Weeks 7 and 8: Students will practice methods for constructing prose that is original, creative, and is structured to incorporate the elements of literature. There will be at least one formal paper."
Course Instructional Resources	*Any resources students will be expected to access <u>regularly</u> as part of the course, such as texts, websites, etc.
Course Policies	*Policies usually pertain to attendance, late work, completion of work, and explicit expectations for participation
Course Assessment Plan	*A breakdown of what is assessed for a grade, such as attendance, daily work, projects, tests, participation, etc.
Assessment Points	*An explanation of how the above items are weighted, points they are given, etc.

High School Credit by Exam Transcript Form

INSTRUCTIONS: Students wishing to take challenge exams outside of their regular high school offerings for high school credit may do so by achieving the appropriate score of 80% proficiency or above. The student must complete registration online by the due date, have paid for the course by the registration deadline, and demonstrated proficiency in the course by scoring 80% proficiency or higher on the selected exam.

- Obtain all school-level and parent **signatures**.

- **Submit this form (through your school counseling office)** from the Teaching & Learning department at the School District Administrative Center. The request must be reviewed and signed by the Executive Director of Teaching & Learning to indicate proficiency approval **BEFORE** the student may have it put on their graduation progress transcript for the credit course.

IMPORTANT:

- It is the responsibility of the student to get the appropriate registration, payment, etc., by the specified deadline.
- Eligibility for Student Activities – Credit by Exam will only be counted towards eligibility when completed and recorded on the student's transcript. The student is advised to see his or her counselor for information and details.
- High School Grades – Course Retakes – Credit by Exam courses are not considered course retakes for purposes of computing GPA and do not replace previously earned grades.
- Scores of 80% or higher will earn high school credit. Exam scores of 80% - 89% will be designated a "B" and scores of 90% - 100% will be designated an "A." Credit will be reported on the student's transcript as "Credit by Exam." If the student receives less than 80% on the exam, no record will be made on the transcript.
- The National Collegiate Athletic Association (NCAA) does not allow courses completed through credit-by-exam for eligibility purposes.
- Credit-by-exam may be used for Alaska Performance Scholarship (APS) eligibility.

Student Name	Student ID#
Current High School	Current Class Standing (circle one) 8th graduate 9th 10th 11th 12th

Credit by Exam is Requested For

Course Title
Exam Testing Date _____ Fall _____ Spring _____ Summer Year: 20_____

I have read and understand the terms and conditions of taking credit by exam courses, particularly the potential impact on my graduation.

Student Signature: _____ **Date:** _____

Recommendations (*signatures indicate approval recommended*) _____ Check if Student is 18+ _____

Parent/Guardian Signature: _____ **Date:** _____

Overall Score: _____ Final Grade: _____ Credit Earned: _____ Credit Code: _____

Curriculum Director **Approval** Signature: _____ Date: _____

To be placed on transcript with parent/guardian approval. The transcript will be entered as: Course Name (Exam). The course will receive the final grade and credit code listed on this form for transcript purposes.



**AGSD University Transcription Credit
&
Reimbursement Request Information and form**

This protocol outlines the requirements for transcribing university credit on AGSD Transcripts, and to provide reimbursement for eligible students who are enrolled in University of Alaska (UofA) classes.

Eligibility Requirements

- Student must be enrolled full time in an AGSD School
- Student must have an AGSD GPA of 3.0 or better, from the previous semester

Reimbursement Requirements

- Student may be reimbursed for no more than three UofA credits per semester.
- Student and parent must submit for approval an AGSD University Transcription Credit & Reimbursement Request form prior to start the class (see below for form).
- The student's principal must sign the request form.
- Parent or student must pay up-front for the class.
- Copies of university receipts along with proof of payment must be provided to the school district by May 30th of the school year during which the class was taken.
- Official course grade must be turned in to the district by May 30th of that school year. No payment will be made until the final grade is turned in to the district. If the grade is submitted late, reimbursement may be denied.
- Books and other media are not eligible for reimbursement, and may be kept or sold by the student.
- This program may not be used to pay for Developmental Classes (e.g.; DEVE Math).
- Student must receive a grade of "C" or better, or a "P" for a pass/fail course.
- Only UofA courses qualify for reimbursement.

AGSD Transcribing

- University credits will be converted on the following basis: one sixth (⅙) high school credit per University semester credit. (See BP5121.1 (c))
- Pass/fail courses may NOT be used to meet Core Required Credit
- No University grades will be entered onto AGSD transcripts without official university transcripts.
- Obtaining and submitting university transcripts is the responsibility of the student/parent.
- University Courses will typically only count for elective credit, unless specifically approved.
- **Only UofA courses may meet core credit requirement for AGSD** and these must be preapproved. (See list of AGSD required courses in BP6146.1(b)). A class not pre-approved will be transcribed on the AGSD transcript as elective credit once an official transcript is received.

AGSD University Transcription Credit & Reimbursement Request Form

Student Name _____ GPA _____ Date _____ Grade _____

_____ I am requesting the following university course be entered on my AGSD transcript

_____ I am requesting pre-approval for Reimbursement for the following UofA class:

Course Name: _____

Course ID#: _____ No. of Credits: _____

Instructor Name: _____

Start date: _____ End date _____ End of the School Year is May 30, 20 _____

\$ _____ Amount of Tuition/Lab fee reimbursement request

Check One:

_____ This course request is for AGSD Elective credit

_____ This course request is for AGSD Core Required credit _____

Name of course from BP6146.1 (b)

Please read the following and sign:

I have read and fully understand the Eligibility, Reimbursement and Transcription requirements for the school district.

Student's Signature

Parent/Guardian Signature

Principal's Signature

Date

Pre-Approval

The above course is approved for (Elective/Core Credit) for _____ credits, fulfilling AGSD credit for the following class:

_____ Once completed the district will reimburse for the amount of: \$ _____

Signature of District Administrator

Date

Completion Checklist

_____ UofA receipt and Proof of Payment (copy of cancelled check or credit card receipt)

_____ Date of Completion and copy of grade report _____

_____ Grade: _____ (to be transcribed must have passed, for reimbursement, be a "C" or better)

_____ Official University Transcript submitted

Signature is required for final approval of reimbursement funds. The student has met all requirements.

Signature of District Administrator

Date

Attachments

AGSD District Textbook and Curriculum Materials List 2018/2019

	Subject	Grade		Title	Publisher	ISBN	Copyright	Approval Date
	Math							
	Math	K-5		MyMath	McGraw Hill	MyMath online	2018	8/21/2017

Math	K-5	Redbird	McGraw Hill	Redbird Online	2018	
Math	6	Core Focus on Decimals and Fractions Stage 1	SMc Curriculum	9781938801709	2014	2/15/2016
Math	6	Core Focus on Introductory Algebra Stage 1	SMc Curriculum	9781938801723	2014	2/15/2016
Math	6	Core Focus on Ratios, Rates, & Statistics Stage 1	SMc Curriculum	9781938801716	2014	2/15/2016
Math	7	Core Focus on Rational Numbers and Equations Stage 2	SMc Curriculum	9781938801730	2014	2/15/2016
Math	7	Core Focus on Shapes & Angles Stage 2	SMc Curriculum	9781938801754	2014	2/15/2016
Math	7	Core Focus on Proportions and Probability Stage 2	SMc Curriculum	9781938801747	2014	2/15/2016
Math	8	Core Focus on Geometry Stage 3	SMc Curriculum	9781938801778	2014	2/15/2016
Math	8	Core Focus on Functions & Data Stage 3	SMc Curriculum	9781938801785	2014	2/16/2016
Math	8	Core Focus on Linear Equations Stage 3	SMc Curriculum	9781938801761	2014	2/17/2016
Math	6-12	ALEKS	McGraw Hill	ALEKS online	2018	
Math	HS	Big Ideas Math Algebra 1	Houghton Mifflin	9781608408382	2015	2/18/2016
Math	HS	Big Ideas Math Algebra 2	Houghton Mifflin	9781608408405	2015	2/19/2016
Math	HS	Big Ideas Math Geometry	Houghton Mifflin	9781608408399	2015	2/20/2016
Math	HS	Merrill Advanced Mathematical Concepts Precalculus	Glencoe	0028243145	1997	11/16/2009
Math	HS	Glencoe Pre-Algebra	Houghton Mifflin	978-0078252006	2002	
Math	K-8	Math in a Cultural Context	Brush Education, Inc.	MCC Online	2013	11/17/2014
Subject	Grade	Title	Publisher	ISBN	Copyright	Approval Date
Language Arts						
LA	1st-12th	Write Source Writing & Grammar	Houghton Mifflin Harcourt	9780547485034	2012	2/15/2016
LA	K-6	Lexia Core5 Reading	Lexia Learning	Lexia Learning	2018	
LA	K-12	Accelerated Reader 360	Renaissance Learning	Renaissance Learning	2018	
LA	K-5	Scholastic Leveled Book Room	Scholastic	Scholastic	2018	
LA	6	Literature-Timeless Voices, Timeless Themes-Copper	Prentice Hall	0134352939	2000	2/15/2016
LA	7	Literature-Timeless Voices, Timeless Themes-Bronze	Prentice Hall	0134352947	2000	11/16/2009
LA	8	Literature-Timeless Voices, Timeless Themes-Silver	Prentice Hall	0134352955	2000	11/16/2009

LA	9	Literature-Timeless Voices, Timeless Themes-Gold	Prentice Hall	0130502871	2000	11/16/2009
LA	10	Literature-Timeless Voices, Timeless Themes-Platinum	Prentice Hall	013050288X	2000	11/16/2009
LA	11	Literature-Timeless Voices, Timeless Themes-Am. Experience	Prentice Hall	0130502898	2000	11/16/2009
LA	12	Literature-Timeless Voices, Timeless Themes-Am. British Tradition	Prentice Hall	0130502804	2000	11/16/2009
Subject	Grade	Title	Publisher	ISBN	Copyright	Approval Date
Social Studies						
SS	K-5	TimeLinks	McGraw Hill	978-0021513468	2009	
SS	6-8	Journey Across Time	Glencoe McGraw Hill	0078750504	2008	2/15/2016
SS	6-8	American Journey	Glencoe McGraw Hill	0078777127	2012	2/15/2016
SS	6-8	Exploring Our World: People, Places and Cultures	Glencoe McGraw Hill	0078803101	2010	2/15/2016
SS	HS	World Geography-Building a Global Perspective	Prentice Hall	0131817078	2003	11/16/2009
SS	HS	World History	Prentice Hall	0131817612	2005	11/16/2009
SS	HS	Pathways to the Present	Prentice Hall	0130528498	2003	11/16/2009
SS	HS	MacGruders - American Government	Prentice Hall	0134332075	2004	11/16/2009
Subject	Grade	Title	Publisher	ISBN	Copyright	Approval Date
Science						
Science	K-8	Carolina Science & Technology Program	Carolina Biological		2008	11/16/2009
Science	K-5	Houghton Mifflin Science	Houghton-Mifflin	9780618492251	2008	11/16/2009
Science	6-8	Science Explorer Series (Earth, Life, Physical)	Prentice Hall	978-0133668582	2009	
Science	HS	Earth Science	Prentice Hall	978-0133627558	2009	
Science	HS	Biology-The Dynamics of Life	Glencoe	0028282426	2002	11/16/2009
Science	HS	Chemistry in the Community	American Chemical Society	9780716789192	2007	10/18/2010
Science	HS	Conceptual Physics	Foresman Addison Wesley	0201332876	1999	11/16/2009
Subject	Grade	Title	Publisher	ISBN	Copyright	Approval Date
PE/Health						
Health	7th-12th	Nutrition Food, & Fitness	The Goodheart Willcox Co.	1566379334	2003	11/16/2009
PE	k-12	SPARK Curriculum	sparkpe.org		2015	2/15/2016

Subject	Grade	Title	Publisher	ISBN	Copyright	Approval Date
Language						
World Languages		Rosetta Stone			2018	10/18/2010
World Languages		Realidades	Pearson	978-0131340916	2006	
Approved Distance/On-line Learning Programs						
All		Odysseyware				10/18/2010
All		AGSD Designed/Approved courses in Canvas				
REACH Curriculum - includes all AGSD (above) and attached descriptions						
		RSB Approved Date:				

REACH Curriculum 2018/2019

Currently, approved curriculum for REACH Academy consists of listings on AGSD's Approved Textbook & Curriculum Materials list, which is updated each year. These include the following publishers/titles for core studies (this list does not include supplementals):

Math:

- McGraw Hill - MyMath, grades K-5
- McGraw Hill - Redbird, grades K-5
- McGraw Hill - ALEKS, grades 6-12
- SMC Curriculum - Core Focus on Math, grades 6-8
- Big Ideas Math - Algebra I, Algebra II, and Geometry (high school)
- Glencoe Pre-Algebra (high school)
- Glencoe - Merrill Advanced Mathematical Concepts in PreCalculus

Language Arts:

- Lexia Core5, grades K-5
- Renaissance Learning Accelerated Reader 369, grades K-12
- Scholastic Leveled Book Room, grades K-6
- Prentice Hall - Literature: Timeless Voices Timeless Themes, grades 6-12
- Write Source - Vocabulary, Grammar, Mechanics, Usage, grades k-12

Social Studies:

- McGraw Hill Social Studies (Journey Across Time, American Journey, Exploring Our World), grades 6-8
- Prentice Hall World Geography, high school
- Prentice Hall World History, high school

- Prentice Hall Pathways to the Present (US History), high school
- Prentice Hall MacGruder's American Government, high school

Science:

- Carolina Science Kits, K-8
- Houghton Mifflin Science, K-5
- Prentice Hall Science Explorer Series, grades 6-8
- Prentice Hall Earth Science, high school
- Glencoe Merrill Physical Science, high school
- Glencoe Merrill Chemistry, high school
- Glencoe Biology: The Dynamics of Life, high school
- Addison Wesley Conceptual Physics, high school

PE/Health:

- Goodheart/Wilcox Nutrition Food and Fitness, grades 7-12
- Spark PE Curriculum, grades k-12

World Languages

- Prentice Hall Realidades, high school
- Rosetta Stone, grades k-12

Online and Distance Learning

- Odysseyware, all subjects

Following are curriculum approved for REACH Academy that are IN ADDITION to the AGSD approved materials above:

Distance/Online Programs (complete online curriculum for all core content areas spanning k-12):

- North Dakota Center for Distance Education
- University of Missouri
- University of Nebraska
- Oak Meadow
- Brigham Young University (BYU)
- American School
- Calvert
- AKGrad
- K12 Online
- Teaching Textbooks
- Math U See

- Houghton Mifflin Harcourt core curriculums

REACH Parent Designed Courses

May include materials from any of the above listed publishers, and are approved on a case-by-case basis upon application.

Publishers reviewed and approved for use by REACH students for core studies (Language Arts, Math, Science, Social Studies) include:

- MacMillan McGraw Hill core curriculums
- Pearson core curriculums