

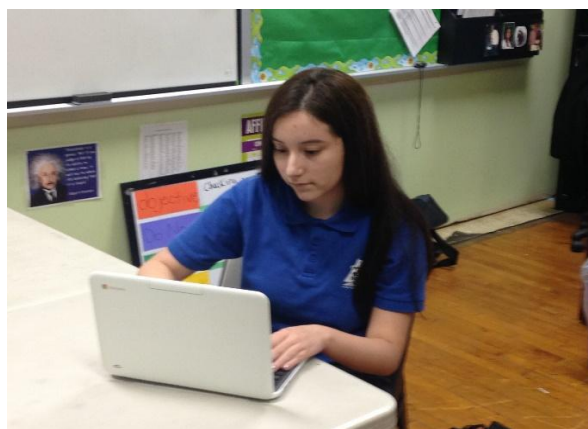
# MARITIME ACADEMY CHARTER SCHOOL PROGRAM OF STUDIES



*“Education is an important tool in life; it is important to acquire knowledge and skills in order to be successful.*

*- Pedro Castro*

*Class of 2016*



## ***In This Guide***

- **Course Offerings**
- **Graduation Requirements**
- **Credit Requirements by Year**

# Table of Contents

**Administration ..... pg. 3**  
**Staff by Department .....pg. 4**  
**Introduction ..... pg. 5**

## *Course Catalog*

**English Department .....pg. 6**  
**Mathematics Department .....pg. 7**  
**Science Department .....pg. 9**  
**Social Studies Department ..... pg. 10**  
**World Languages Department ..... pg. 12**  
**Physical Education & Health Department ..... pg. 12**  
**Maritime Department..... pg. 13**  
**Humanities..... pg. 14**  
**Dual Enrollment & Career Exploration .....pg. 16**  
**Special Education Services.....pg. 17**  
**Grading Scale .....pg. 19**  
**Student Expectations ..... pg. 20**  
**Graduation Requirements/Four Year Plan of Study,,,,.....pg. 21**

# **MARITIME ACADEMY CHARTER SCHOOL PROGRAM OF STUDIES**

TELEPHONE: (215) 427-3090

WEBSITE: [www.maritimecharter.org](http://www.maritimecharter.org)

**Mr. Eugene Mattioni**  
CEO

**Mr. Matthew Wilson**  
Principal

**Mr. Stephen Hewitt**  
Assistant Principal

**Ms. Kim Bonanni**  
Director of Specialized Services

**Ms. Aimee Bogan**  
Director of Counseling

**Ms. Jennifer Jackson**  
Counselor

**Ms. Ashley Gyuriska**  
Counselor

**Mr. Kevin Schultz**  
Director of Athletics  
Ext. 418

# STAFF BY DEPARTMENT

## Athletics

Mr. Ercel Ballenger, Head Coach  
Mr. Nathan Drain, Head Coach  
Ms. Elicia MacEwan, Head Coach  
Mr. Jason Clark, Head Coach  
Mr. Kevin Schultz, Director  
Mr. Kevin Scholla, Head Coach

## English

Mr. Mark Wheeler  
Mr. Matthew Madonna  
Ms. Gail Sutton

## Spanish

Ms. Liz Estrella

## Special Education

Ms. Robin Williams  
Ms. Stephanie Pellegrino  
Mr. Kevin Cooney  
Mr. Jason Clark

## Physical Education/Health

Mr. Kevin Schultz  
Mr. Nathan Drain  
Mr. Ercel Ballenger

## Music & Art

Mr. Graham Killian  
Mr. James Lint

## Maritime Studies

Chief David Hentnick

## Computer Science

Mr. David Gosse

## Mathematics

Ms. Danielle Saranchak  
Ms. Micaela Castro  
Mr. Thomas Sesto  
Ms. Esther Pernell  
Ms. Kaitlyn Bradfield  
Mr. Kyle Lott

## Science

Ms. Abigail Cruz  
Ms. Taylor Neel  
Ms. Caroline Stead

## Social Studies

Ms. Shira Simon  
Chief Michael Peitsinovski  
Mr. Jordan Karpin

## INTRODUCTION

This Program of Studies is designed to be a reference for students, parents, and school personnel involved in curriculum and roster planning at Maritime Academy Charter School. It is a complete guide to all possible course offerings at Maritime Academy Charter School. The material is presented in a format designed to highlight the essential components of each course. This Program of Studies catalog should serve as a reference guide for a student's long-range course planning.

A sound high school course of study should prepare students to move smoothly from high school to post-secondary school endeavors. It should extend their knowledge, broaden their perspectives, and prepare them to live in today's society.

Planning a student's high school program of studies demands a cooperative effort between home and school. It is vital to design a roster that will be academically challenging and career/college-oriented. At the same time, realistic expectations must be maintained and personally-enriching options must be provided in order to meet the needs of the student. Parents/guardians and students are accountable for final course selection decisions. All student level placements are based on course prerequisites and teacher recommendations. Before committing to any course listed in this program of studies, it is imperative that students understand the rigor of the course and consult with the school counselor. Consultation and communication among teachers, administrators, counselors, and parents are strongly recommended.

# English

Course	Number	Grade Level	Credits	Prerequisites
Pre-AP English I	1091	9	1	None
Pre-AP English II	1101	10	1	English I
English III	1111	11	1	English I and II
English IV	1121	12	1	English I, II, and III
Honors English II	1102	10	1	English I and Recommendation
AP Literature and Composition	1125	12	1	English III and Recommendation

## **Pre-AP English I**

English I is a genre course, introducing students to a variety of short stories, plays, and novels in order to continue the development of their reading comprehension, narrative writing, and grammar skills. Additionally, the course is designed to help students develop their vocabulary skills and grasp deeper meanings within selected literature.

## **Pre-AP English II**

English II focuses largely on the genre of fiction and examines fiction from various parts of the world and throughout various time periods. Students will review a wide range of stories by evaluating the components introduced in ninth grade, including plot, setting, character, voice, irony, symbolism, and theme. In addition to reading fiction, students will read and analyze poems. Vocabulary instruction, grammar review, opportunities to write in various styles, and public speaking will complete the course.

## **English III**

English III is a survey course of North American literature. This course examines the various themes and authors of American literature by evaluating how these various themes interconnect to provide a picture of American life. The course includes poems, plays, short stories, and novels. Writing in this course includes critical analysis essays, constructive responses, and college essays. The course also provides vocabulary instruction, grammar review, opportunities to write in various styles, and public speaking.

## English IV

English IV further develops student's writing, reading, and speaking skills, and enhances their ability to analyze, understand, appreciate, and enjoy good writing. This course is a step to students becoming lifelong readers, writers, and learners. Students will study rhetoric, poetry, short stories, and fiction and nonfiction novels. Students will have an opportunity to strengthen their composition skills by writing analytical and argumentative essays, rhetorical analysis, and journals. This course also offers grammar and vocabulary instruction. In English IV, students will complete the Senior Project and have the opportunity to design and write a resume.

## A.P. Literature and Composition

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As the students read, they analyze a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

## English Language Learners

EDUCATIONAL THEORY AND APPROACH: Students who are identified as English Language Learners (ELLs), as per MACS's entrance criteria below, will receive English as a Second Language (ESL) services in accordance with their needs. MACS provides rigorous ESL instruction that explicitly teaches academic language and English language communication skills in context, and positions ELLs on a pathway to exit the ESL program within 5 years. The goal of the ESL program is to move students towards full integration, with support as needed, into the mainstream classroom as soon as possible.

## Mathematics

Course	Number	Grade Level	Credits	Prerequisites
Computer Science	2094	9	1	None
Algebra I	2091	9	1	None
Algebra II	2111	10	1	Algebra I
Geometry	2101	11	1	Algebra II
Probability & Statistics	2128	12	1	Algebra I, Geometry, Algebra II

2022-2023

### **Computer Science**

This course will enable students to develop a mastery of basic operations of the personal computer, and teach them how to use a variety of data processing software programs, such as Microsoft Office. Students will learn how to use a personal computer as an effective tool for communication and work. Students will be taught how to write reports and make revisions, store and handle data, prepare presentations, create spreadsheets, and organize and arrange graphics. Additionally, students will learn basic programming and coding. This course is project-based/performance-task oriented.

### **Algebra I**

This course focuses on the study of operations and how they are used with terms and equations. Students will take an in-depth look at the relationship between numbers and variables and will develop their problem-solving skills. Topics include rational, irrational, and real numbers, graphing linear equations, monomials and polynomials, and rational expressions and functions.

### **Geometry**

This course includes studying reasoning and proofs, parallel and perpendicular lines, triangle relationships, quadrilaterals, and transformations, properties of circles, right triangle trigonometry, and surface area and volume of three-dimensional objects. Logic and proofs are key components in helping students develop their reasoning and problem-solving ability.

### **Algebra II**

Algebra II builds upon both Algebra I and Geometry in preparing students for the mathematics courses they will take in college. Major topics for Algebra II include functions, linear systems and equations, matrices, quadratic and polynomial functions, exponential and logarithmic functions, rational and radical functions, and probability and statistics.

### **Probability and Statistics**

Statistics provides tools for describing variability in data and for making informed decisions that take it into account. Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns.



# Science

Course	Number	Grade Level	Credits	Prerequisites
Pre-AP Biology/Life Science	3103	9	1	None
Biology	3101	10	1	Life Science
Chemistry with Lab	3111	11	1	Biology
Marine Science	3113	11/12	1	Biology
Physics	3122	12	1	Biology & Chemistry
AP Environmental Science	3127	12	1	A or B in Life Science and Biology or Science Department Recommendation

## **Pre-AP Biology/Life Science**

This course is designed to familiarize students with basic scientific protocols and methodology, such as the scientific method and the metric system, as well as introduce students to life science topics. This course looks at the larger interactions between living things & their environments and how those organisms have evolved over time. The course also examines genetics, or how traits get passed down to future generations through simple dominant/recessive, sex linked, co-dominant or incompletely dominant patterns. The focus of this course is to prepare students to succeed on the Ecology, Genetics, and Evolution sections of the Biology Keystone Exam, while immersing them in general science and maritime themes.

## **Biology**

This course is the study of living things and their processes. Throughout the year, this course will provide opportunities for students to develop scientific process skills, laboratory techniques, and an understanding of the fundamental principles of living organisms. Students will explore biological science as a process, cell structure and function, genetics and heredity, evolution and classification, diversity of living organisms and their ecological roles, and animal structure and function.

## **Chemistry with Lab**

This course examines the changes that occur in matter on an atomic level, the cause for these changes, and how the changes can be regulated. The major theme of the course is that instability leads to chemical reactivity. Students explore patterns of the periodic table, properties of elements, how compounds are formed, and gas laws. Furthermore, the course also introduces solutions, acids, and bases using inquiry and lab investigations.

## Physics

Physics is the study of the physical world, from the smallest subatomic particles to the largest astronomical phenomena. The principles explored in this course are fundamental to understanding situations as diverse as automobile safety, knee joint movements, amusement park rides, and electric generators. The course will include an in-depth study of motion and forces, energy and thermodynamics, waves, and electricity and magnetism in a more mathematical context. Students will use inquiry, lab investigations, and projects in their study of these concepts.

## AP Environmental Science

Environmental Science is a rigorous course designed for students in 12th grade. Students must receive approval from the Science Department and be in excellent academic standing as a prerequisite for this course.

## Marine Science

This course is designed to be an elective course for students with special interest and high motivation for an in-depth study of marine biology. Marine Biology focuses on the identification, classification, and intersection of marine organisms. Information is presented in an integrated approach with science as inquiry, science and technology, science and social perspectives, and the history and nature of science. The course teaches students a basic understanding of the various forms of oceanic life and their biological processes, as well as how society can work together to preserve the ocean. In addition, students will gain knowledge of the scientific method inherent to being a marine biologist.

## Social Studies

Course	Number	Grade Level	Credits	Prerequisites
World History	4091	9	1	None
U.S. History	4101	10	1	World History
Civics and Government	4111	11	1	U.S. History
AP US History	4124	11/12	1	World History, U.S. History

## World History

World History is designed to both educate students about the inception of the world and develop their critical thinking skills. This course explores early and modern civilizations. The development and refinement of reading comprehension, writing, and verbal communication are also vital in this course and are reinforced via projects, presentations, tests, and quizzes.

## **U.S. History**

American History is designed to both educate students about the history of the United States and develop their analytical and critical thinking skills. This course includes the history of the United States from the Civil War to the present. Students will also study geography, economics, government, citizenship, science, technology, culture, and how it all changed throughout history.

## **Civics and Government**

Civics and Government is designed to both educate students about the government and legal system in the United States, as well as develop their analytical and critical thinking skills. This course covers the U.S. Constitution, the three branches of the federal government, the justice system, economics and political parties, and voting.

## **AP U.S. History**

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In this course, students investigate significant events, individuals, developments, and processes in nine historical periods, from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. Throughout the course, students explore seven themes in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and environment; and culture and society.

## **Maritime History**

This course will focus on the Maritime History of the United States from Colonial America up to the present time. We will cover the discovery of America, the Voyages of Discovery, the American Revolution, the war of 1812. Whaling and the Maritime History of Slavery, the Slave Ship and Trade at the time of Colonial American up through the American Civil War, the Constitutional grant of Admiralty and Maritime Jurisdiction to the newly created Federal Courts. The maritime history of the American Civil War. The development of interstate and coastal trade between the States and the development of Canal waterways. We will discuss the history of ports and the impact of trade. We will cover the maritime history of the Sailing Ship and the Clipper Ships of American. We will discuss Cabotage and protectionist laws of the United States. We will discuss the introduction of Steam Propulsion and the Steamship and the decline of the Sailing Ship. The impact of other mode of propulsion diesel engine, diesel electric, LNG fuels among other advance including autonomous ships.. The impact of the Panama Canal and the Suez Canal. The impact of wars on maritime commerce from the war with Spain, WWI and WWII. The rise of maritime labor in the United States. The course will include a discussion of post WWII maritime history. American Maritime policy since WWII. The great Ocean Liners and the introduction of Cruise Ships. The change from break bulk maritime cargo to the age of the Container Ship. The various forms of maritime transport will be covered. Tramp shipping and Liner shipping Bulk cargo shipping and modern tanker and mega ships for the transport of commodities. The growth of refrigeration in marine transportation and transportation of frozen and perishable meats, vegetables and fruit. The Chilean fruit trade and world trade in perishable produce. We will discuss the history of the Port of Philadelphia from colonial times until the present time. We will discuss advances in navigation instrument from the magnetic compass, cross staff, sextant, gyro compass, GPS and electronic navigation. The leading personalities in American Maritime History will be a project for each student to write an essay about and present to the entire class.

## World Languages

Course	Number	Grade Level	Credits	Prerequisites
Spanish I	5091	9	1	None
Spanish Lit & Film	5113	10/11	1	Spanish I

### Spanish I

This introductory Spanish course is designed to introduce and develop students' Spanish speaking, listening, reading, and writing ability. Students examine the culture and traditions of Spanish-speaking countries and people around the world. Overarching goals include the understanding of the importance of learning a foreign language and the significance of Spanish in today's society.

### Spanish Literature & Film

This class studies the Latin American cultural production in the fields of film and literature studies. The class studies the portrayal of and representation of "The boarder" (geographically, emotionally, mentally, culturally) in Latin American films and narratives produced since 1975. Discussions will address and examine how the social-economical-political conditions impact culture. The class will study selected readings on the issues of gender, genre, space, people, and places and how film directors and fiction writers depict daily life in their writing and movies.

## Physical Education & Health

Course	Number	Grade Level	Credits	Prerequisites
Physical Education and Wellness I	8091	9	.5	None
Physical Education and Wellness II	8813	11/12	.5	Phys. Ed. I
Health Education and Wellness	4102	10	.5	None
Stress Management and Wellness	8119	11/12	.5	Phys. Ed I
Nutrition, Fitness, and Wellness	8112	11/12	.5	None

2022-2023

---

### **Physical Education I & II and Wellness**

This course consists of a classroom portion as well as a physical activity component. Throughout the course, students are exposed to various types of physical activity and recreation, including traditional sports and activities, non-traditional activities, general fitness, and fitness testing.

### **Nutrition, Fitness and Wellness**

This course introduces students to an overview of good nutrition principles needed for physical and mental wellness. The course covers basic nutrients, weight management, today's food and eating trends, cultural diversity, nutritional information, and proper techniques of the development of muscular strength, endurance, and flexibility.

### **Health Education and Wellness**

This course exposes students to a selection of topics that affect teen health. The goal of the course is to build a foundation of knowledge and an understanding of the resources available to help students make healthy decisions throughout their lifetimes. This course focuses on topics related to drug and alcohol use, sex education, nutrition, fitness, first aid, and human anatomy. Decision-making skills and goal-setting are also discussed.

### **Stress Management and Wellness**

This course analyzes the physiological, psychological, and emotional effects of stress, and examines cognitive and behavioral coping strategies. Students learn goal-setting skills and how to create a personal wellness plan. This course also introduces students to various mental health disorders.

## Maritime Department

<b>Course</b>	<b>Number</b>	<b>Grade Level</b>	<b>Credits</b>	<b>Prerequisites</b>
Introduction to Maritime Studies	7091	9	.5	None
Introduction to Transportation Systems	7103	10	.5	None
Maritime Opportunities	7124	12	.5	Intro to MS, Intro to Transportation Industry

### **Introduction to Maritime Studies**

This course introduces students to the maritime industry, including commercial shipping, ports, passenger vessels, towing and salvage, commercial fishing, military, recreational boating, and shipyard trades. The course teaches students about the industry's place in U.S. and world history; its function in commerce; basic terminology; basic navigation, safety, and seamanship; basic ship construction, buoyancy, and stability.

Furthermore, the course provides an overview of post-secondary educational pathways to maritime careers, basic certification and licensing requirements, and career opportunities.

### **Introduction to Transportation Industry Skills**

This course is designed to teach students leadership skills and the importance of teamwork. Students learn about working in the transportation industry across all transportation modes, maritime, rail, air motor. The course provides students considering maritime studies, transportation logistics, or marine science meteorology with thorough foundation and understanding for further studies in these areas. Through field trips to Philadelphia's port area, students are given opportunities to utilize newly gained skills on the water, in the seamanship lab, and in the industry.

### **Maritime Opportunities**

This course provides an overview of various maritime opportunities, an examination of the six state maritime academies, and provides valuable information of United States Coast Guard, the Naval Academies, and ROTC programs. Civilian opportunities with the Military Sealift Command and the Paul Hall Center for Maritime Training and Education will be introduced. Students will be exposed to leadership and followership lessons, time management and goal setting. Possible career paths in commercial fishing, towing, cargo handling, diving, cruise ship industry, and shipboard security will also be explored. The course routinely invite guest speakers and professionals in the field.

On occasion, students will be engaged in physical fitness and swim activities in preparation for maritime opportunities. Students will conduct in-depth research, discuss available training and the necessary requirements to qualify for the field, and will prepare for the Armed Services Vocational Aptitude Battery (ASVAB) test. Finally, students will learn customs and courtesies necessary for shipboard training.

## **Humanities**

<b>Course</b>	<b>Number</b>	<b>Grade Level</b>	<b>Credits</b>	<b>Prerequisites</b>
Music Appreciation	6127	10/11/12	.5	None
Instrumental Ensemble	6130	10/11/12	.5	None
Psychology	4121	11/12	1	None
Studio Art I	6116	10/11/12	.5	None
Studio Art II	6126	10/11/12	.5	Studio Art I, Recommendation

### **Music Appreciation**

The objective of Music Appreciation is to gain an understanding of the development of music from the Baroque period through present day. Through audio, video interviews, and interactive viewing and listening activities, students experience the historical processes through which musical styles begin, grow, mature, and decline. Throughout the course, students will read *Musicophilia: Tales of Music and the Brain* by Oliver Sacks. Students also learn basic music notation and sight-reading for the piano. No previous formal musical training or experience is necessary to take this course. Goals of the course include: identifying the music of the major composers of the classical, romantic and 20th century; identifying the major composers of classical, jazz, blues, and rock; identifying all of the notes on a piano keyboard; recognizing the musical forms of the baroque, classical, and romantic period; reading and writing musical notation; and taking turns teaching course assignments.

### **Instrumental Ensemble**

The course begins by looking at the basics of students' chosen instrument in the ensemble. Students learn several songs as a group and prepare for concert performances. In addition, students learn basic songwriting techniques and perform original songs for the class. Throughout the course, students work in groups and teach each other. Although no previous formal musical training or experience is necessary for this course, students with previous music experience will have a larger teaching role, write musical notation, identify all of the notes on a piano keyboard, use chords and scales to write songs, and perform 3-5 songs for a winter and spring concert.

### **Studio Art I**

Studio Art I is designed for first year studio art students. This course introduces students to basic drawing techniques with an emphasis on observational rendering of the figure and still-lives. Students will learn basic color theory and develop an understanding of the color wheel in several types of medium. The course provides an opportunity to work with clay and plaster to create sculptures and explores art history, which is the catalyst that propels the projects within the course. No formal portfolio review is necessary but ability is strongly encouraged.

### **Studio Art II**

Studio Art II is designed for second year studio art students. Implement complementary colors and proper mixing techniques, develop their own styles through experimentation and mixed media as well as several forms of sculpture, create digital art, and learn other basic drawing techniques. Students interested in pursuing art school will create an art portfolio at the end of this course. No formal portfolio review is necessary but ability is strongly encouraged.

### **Film Production I**

Film I introduces students to different filming techniques and genres. The course introduces students to the elements of film, such as cinematography, lighting, sound, script writing, pacing, plot, musical score, and editing. Through the screening of film classics and exploring influential directors, students learn to appreciate the wide diversity of modern cinema. In addition, students write, direct, and film their own films. Technical

instruction will focus on how to operate the cameras and tripods, as well as learning the aesthetics in shot composition in cinematography. Film I students participate in several film festivals for high school students. This course offers training in Final Cut Pro, which is a film editing software, and GarageBand, a music editing software.

### **Film Production II**

Film II course introduces students to different filming techniques and genres, with an emphasis on technical discovery. This course reviews elements of film, such as cinematography, lighting, sound, script writing, pacing, plot, musical score, and editing. Students learn how to make their own films and extend their knowledge by using Adobe After Effects and other post production software. Film II students participate in several film festivals for high school students.

### **Dual Enrollment**

The Advance at College dual enrollment program is a unique initiative providing Philadelphia's motivated and talented high school students with an early opportunity to take college-level courses and experience a college environment while still enrolled in high school.

High school students must currently be in 11th or 12th grade and must demonstrate the academic ability and maturity necessary to succeed in a college-level course. Students must also take a placement test and perform at a level indicating preparedness for the program's coursework. Students may take a CCP course in place of a high school credit. For example, CCP's English 101 can replace English III or IV. In order to qualify for the program, students must obtain permission from an administrator.

### **Career Exploration**

Realistic career planning must begin with developing a better understanding of oneself. The purpose of this course is to provide students with instruction in the career planning process directly related to the selection of a college major and/or the world of work.

Topics include a comprehensive skills assessment, identification of work and personal values, career interests, work and learning styles, and personality types related to college majors and academic success.

As the course progresses, students develop areas of interests related to college majors and future career paths. Students must obtain volunteer/internship/employment hours in a specific field outside of school. Each student will develop a resume, submit weekly logs, and complete a project to demonstrate the knowledge they have gained through their experience.

### **Introduction to Psychology**

Students will study fundamental concepts in research, theory, and human behavior. Students will analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students will investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history, perspectives, and research of psychology; an understanding of biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.



## Special Education Courses

Course	Number	Grade Level	Credits	Prerequisites
Social Skills	6006	9/10	1	
Life Skills	6005	11/12	1	
Reading Proficiency I, II, III, IV	6094	9-12	1	
Cooperative Education (Co-Op)	6105	12	1	
Social Studies Proficiency	4094	9/10	1	
Consumer Math	6122	12	1	

The objective of this course is for students with disabilities to have the opportunity to discuss, analyze, practice, and reflect on different social situations. It is designed for students who have a hard time recognizing social cues in their environment and/or do not understand how to respond appropriately to people or events. Social skills training is taught with precise, intentional instruction for situations viewed as intuitive for typically-developing students.

### Life Skills

The objective of this course is for students with disabilities to demonstrate independent abilities in five areas: domestic, vocational, recreation/leisure, community, and functional academics. Life Skills is offered to students in 11th and 12th grades to better prepare them for life after high school as an adult with a disability.

### Reading Proficiency I, II, III, IV

The objective of the reading proficiency courses is to provide specific instruction to students with disabilities in the areas of reading, writing, speaking, and listening based on the individual needs of the student. Students will work to enhance their reading and fluency skills, focus on comprehension, and develop effective writing, speaking, and listening skills.

### Cooperative Education (Co-Op)

In this course students with disabilities gain a better understanding of themselves and what they want to do with the rest of their lives, while being actively involved in the process. Students will prepare resumes, participate in mock interviews, and gain job-related skills to prepare them for the workforce. Through this course, students will also make connections with outside agencies, such as OVR, Department of Behavioral Health and Intellectual Disability Services, and Special People in the Northeast Inc.

**Social Studies Proficiency**

The objective of this course is to expand students' knowledge of the country's history while providing reading materials that meet their various reading levels. Through the use of several educational resources and differentiated instruction, students with disabilities will learn U.S. history and civics.

**Consumer Math**

This course prepares students to enter the workforce or to attend college with an understanding of the mathematics in the real world. The course will help students develop quantitative literacy as a habit of mind and an approach to problems that employs and enhances both statistics and mathematics. The main goal of the course is for students to see that mathematics is a powerful tool for living, as they develop confidence with mathematics, habits of inquiry and logical thinking, and the ability to use mathematics to make decisions in everyday life. Topics address the math used to run households, businesses, and governments, as well as the mathematics of consumption, inflation, depreciation, borrowing, saving, and taxation. Furthermore, this course offers an understanding of the mathematics of logic, likelihood, statistics, and sports.

## Maritime Academy Charter High School Grading System

Letter Grade		
<b>A</b>	<b>94 – 100</b>	4.0
<b>A-</b>	<b>90 – 93</b>	3.67
<b>B+</b>	<b>87 - 89</b>	3.33
<b>B</b>	<b>84 – 86</b>	3.0
<b>B-</b>	<b>80 – 83</b>	2.67
<b>C+</b>	<b>77 - 79</b>	2.33
<b>C</b>	<b>74 – 76</b>	2.0
<b>C-</b>	<b>70 – 73</b>	1.67
<b>D+</b>	<b>67 – 69</b>	1.33
<b>D</b>	<b>65 – 66</b>	1.0
<b>NP</b>	<b>64 and below</b>	0
<b>NG</b>	-	0

Maritime Academy utilizes a weighted 4.0 grade point average (GPA). Advanced Placement courses carry a 5.0 GPA scale (An “A” in an AP Course is a 5.0). NP = Not Passing. NG = No Grade. At the discretion of Maritime Academy, an NG may be given to designate an “incomplete” in the event coursework has not been completed due to medical reasons.

# Student Expectations and Status

## **Academic Honesty and Integrity**

Learning requires that all students assume full and personal responsibility for their work. Unless otherwise directed, all assignments must be independently completed. Any student identified as having or using unauthorized aid, falsifying or providing false information, copying others' work, or cheating on any school exams, term papers, research assignments, reports, class projects, or other assignments will receive a grade of "0" (zero) for that assignment and/or may lose credit for the entire course at the discretion of the teacher and administration. In addition, the student may face disciplinary action in the form of suspension and/or a hearing before the principal.

Cheating on standardized tests (SAT, PSSA, Keystones, etc.) administered by school personnel will result in a report to the appropriate testing service as well as any actions mentioned above.

Plagiarism, or failure to credit the ideas and writing of others, is considered cheating and will result in possible failure for the course, in addition to any actions mentioned above.

## **Credit Recovery**

Students with an NP in any course required for graduation do not receive any credits towards graduation for that course. Students must recover those credits in a summer school course at Maritime Academy Charter School or another summer school program approved by Maritime Academy Charter School. If that course is not available in the summer, students must enroll in the credit recovery program offered after school during the following school year.

## **Student Status**

Students take six (6) credits each year at Maritime Academy Charter School. The following number of credits are needed in order to be considered actively enrolled in the next grade level:

9<sup>th</sup> Grader: 0-6 credits

10<sup>th</sup> Grader: 6-11 credits

11<sup>th</sup> Grader: 12-17 credits

12<sup>th</sup> Grader: 18 or more credits



## MARITIME ACADEMY CHARTER HIGH SCHOOL

### Pennsylvania High School Diploma Program Requirements

[Senate Bill 1095](#), which was signed into law by Governor Tom Wolf on October 24, 2018, shifts Pennsylvania’s reliance on high stakes testing as a graduation requirement to provide alternatives for high school students to demonstrate readiness for postsecondary success. Formerly, Pennsylvania’s graduation requirement was more restrictive, requiring most students to pass the Keystone Exams — end of course exams in Algebra I, Literature, and Biology. Senate Bill 1095 will expand the options for students to demonstrate postsecondary readiness using four additional pathways that more fully illustrate college, career, and community readiness.

The statewide graduation requirement takes effect for the graduating class of 2022. While there is no statewide graduation requirements for the class of 2019, 2020, and 2021, students, parents, and guardians should reference local policies governing graduation, which are not preempted by the moratorium on the statewide requirement. Beginning in the 2021-22 school year, the statewide graduation requirement will apply, as will any other locally established policies and requirements.

Additionally, Keystone Exams are the statewide assessment that Pennsylvania uses to comply with accountability requirements in the federal Every Student Succeeds Act (ESSA). Each state is expected to achieve 95 percent participation on its statewide exams.

Students can meet the statewide graduation requirement by:

- Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology.
- Earning a satisfactory composite score on the Algebra I, Literature, and Biology Keystone Exams. The passing composite score will be available in August 2019.
- Earning a passing grade on the courses associated with each Keystone Exam, and satisfactorily complete one of the following: an alternative assessment (SAT, PSAT, ACT, ASVAB, Gold Level ACT WorkKeys), advanced coursework (AP, IB, concurrent enrollment courses), pre-apprenticeship, or acceptance in a 4-year nonprofit institution of higher education for college-level coursework.
- Earning a passing grade on the courses associated with each Keystone Exam, and pass the National Occupational Competency Testing Institute (NOCTI) or the National Institute of Metalworking Skills (NIMS) assessment in an approved Career and Technical Education concentration.
- Earning a passing grade on the courses associated with each Keystone Exam, and demonstrate readiness for postsecondary engagement through three pieces of evidence from the student’s career portfolio aligned to student goals and career plans. Examples of evidence will include ACT WorkKeys, SAT Subject tests, AP, IB and concurrent coursework, higher education acceptance, community learning project, completion of an internship, externship or co-op or full-time employment.

## MACHS Graduation Requirements – 24 Credits

- 4 – English
- 3 – Math
- 3 – Social Studies
- 3.5 – Science
- 2 – World Language
- 1.5 – Physical Education and Health
- 2 – Humanities
- 1 – Maritime Studies
- 3 – Electives

NAME \_\_\_\_\_

### COURSE PLANNING WORKSHEET – 24 Credits

9th Grade	Credits Earned	10th Grade	Credits Earned	11th Grade	Credits Earned	12th Grade	Credits Earned
English I		English II		English III		English IV	
Algebra I		Algebra II		Geometry		Mathematics	
Science		Science		Science		Science	
World History		U.S. History 1		Civics & Government		Elective	
PE & Health		Health		P.E. & Health		Elective	
		World Language		World Language		Elective	
Maritime		Maritime		Elective		Elective	
Computer Science						Elective	
<b>9<sup>th</sup> Total Credit</b>		<b>10<sup>th</sup> Total Credit</b>		<b>11<sup>th</sup> Total Credit</b>		<b>12<sup>th</sup> Total Credit</b>	

**Extracurricular and Service Activities:**

Post-Secondary Goals:

Total 80 hours of community service completed. Twenty per year.

Acknowledgement Signature\_\_\_\_\_

Review Dates: September\_\_\_\_\_January\_\_\_\_\_