High School Program of Studies: Course Proposals

BUSINESS BASICS (2.5 Credits): This course is designed to teach traditional business fundamentals and economics. Students will study existing business models, supply and demand dynamics, and how to apply them on a smaller scale. This course covers business ethics, management and human resource structures, supply chain logistics, marketing fundamentals and finances.

Assessment: Project-based learning

INTRO TO MARKETING (2.5 Credits): This course is designed to cover fundamentals and modern practices of the marketing industry. This course explores how marketing impacts consumer behavior, social trends, and global communication by combining the study of consumer psychology, brand building and data analytics.

This project-centric course will have students develop their own marketing campaigns for real and fictional brands.

Assessment: Project-based learning

ENTREPRENEURSHIP (How to Create Value) (5 Credits): This project-based course requires students to apply their business and marketing learnings to create their own businesses. Students will leverage local infrastructure and the internet to create value for others and, in return, for themselves. Students will participate in the internet economy as a creator instead of a consumer. This project-centric course allows students to develop and channel their unique talents and interests into creating unique marketable products, services, and content. Developing this aptitude formally can lead to passive income streams that supplement traditional career pursuits, as well as full-time business ventures.

Prerequisite: Personal Finance or Banking + Business Basics + Intro to Marketing
Assessment: Project-based learning

THE ART OF PUBLIC SPEAKING (5 Credits): Students will analyze famous speeches and speakers while practicing writing and delivering their own speeches. The course emphasizes rhetorical strategies, audience awareness, and presentation skills to prepare students for academic, professional, and real world speaking situations. Please note that oral presentations are a required component of this course.

Assessment: Oral presentations will make up a significant portion of assessments. Other assessments may include written analysis, participation in discussions, tests, quizzes, and projects.

U.S. HISTORY THROUGH FILM (5 Credits): This course explores major events and themes in American history through feature films and documentaries. Students will analyze how films interpret the past and compare cinematic portrayals with historical evidence. This course emphasizes critical thinking, media literacy, and discussion while deepening students' understanding of U.S. history. Please note: Films will be viewed in class and not accessible outside of class so attendance is key to success in this course.

Assessment: Written analysis, participation in discussions, tests, quizzes, and projects.

THE GREAT AMERICAN NOVEL (5 Credits): This course is designed for motivated juniors and seniors who enjoy reading and discussing books and want to explore the American literary canon. Texts will be selected from the earliest days of our republic to the present and will be discussed in their historical context. Authors will include Nathaniel Hawthorne, Mark Twain, Willa Cather, John Steinbeck, William Faulkner, Ernest Hemingway, Phillip Roth and Toni Morrison.

Middle School Program of Studies: Course Proposals

INTENSIVE MATH SUPPORT (IMS)

This course provides targeted instruction in foundational math skills for students with diagnosed learning disabilities that impact number sense, mathematical reasoning, calculation, or applied problem solving. A structured, multi-sensory math curriculum is combined with explicit strategy instruction to support growth in core skill areas while simultaneously reinforcing classroom math content and goals. Instruction emphasizes conceptual understanding, fluency, and the use of visual models and hands-on materials to strengthen mathematical comprehension.

Assessment: Because students enrolled in IMS have documented learning needs and individualized math goals, assessment includes a combination of standardized and informal measures. Standardized assessments may include initial evaluations to determine eligibility for specialized math instruction and subsequent three-year re-evaluations. Informal measures include ongoing progress monitoring, demonstration of mastery of skills taught throughout the year, and a yearly review of progress toward the individualized math goals established at each student's most recent team meeting.