



On-Line Course Program

What is it? One Schoolhouse is the leader in on-line education. This program, which began in 2009, allows students to have opportunities to grow and expand in a nontraditional online educational environment. One Schoolhouse offers engaging and challenging courses facilitated by expert teachers from around the United States. At One Schoolhouse, the learner-driven courses are purpose-built to help students develop autonomy and agency. When students feel their ideas are valued and respected, they're able to challenge themselves and reach new levels of success. These on-line courses are designed for highly motivated and very self-directed, disciplined students. Tuition for a full year course is \$1880. More information can be found on the One Schoolhouse website: <https://oneschoolhouse.org>.

Who can take these courses? Sophomores, juniors, and seniors who have the approval of the Principal may enroll in these courses. Only courses not offered here at Woodlands will be available to students.

Please refer to the attached information for course descriptions, registration policies and fees. Please see Mr. Gargiulo if you have any questions.

Courses offered in 2024-25

- AP Art History
- AP Computer Science A
- AP Environmental Science
- AP Human Geography
- AP Microeconomics
- AP Macroeconomics
- AP Physics 1
- AP Spanish Literature
- Data Science Honors
- Linear Algebra Honors
- Multivariable Calculus Honors
- Global Health Honors
- Forensic Science Honors
- Marine Science Honors
- Neuroscience Honors
- Business & Economics Honors
- Entrepreneurship & Innovation H

AA605 AP® Art History

Prerequisite: Successful completion of one year of high school social studies

Students in AP® Art History examine and critically analyze major forms of artistic expression from diverse cultures spanning 27,000 years. By investigating an image set of 250 works, students develop a contextual understanding of art history from a global perspective. Influences such as patronage, politics, class, belief systems, gender, ethnicity, and cross-cultural interactions inform students' analysis of the style and content of art. Emphasis is placed on analytical and critical thinking skills, the language of art history, and the methods used by art historians to interpret art objects. Students experience, research, discuss, and write about art, artists, and art making. Upon completion of this course, students have the tools to recognize important works of art and historical styles as well as understand historical and cultural context. In preparation for the AP® Art History Exam in the spring, students take and practice with AP-style writing and assessments.

FS525 AP® Spanish Literature

Prerequisite: Successful completion of AP Spanish Language

The AP® Spanish Literature and Culture course provides a college-level survey of texts from Peninsular, Latin American, and US Hispanic authors. In addition to engaging with the texts from the College Board required reading list, students interpret the works within their social, literary, and historical contexts and consider the reasons these works remain relevant in the 21st century. Students build an understanding of form, structure, theme, and literary devices, and then analyze and evaluate the global interdependence that fosters the evolution of Hispanic and Latino literatures. The course is conducted entirely in Spanish and organized around the six themes designated by the AP® curriculum framework. This course prepares students for the AP® Spanish Literature and Culture Exam in May.

MA335 AP® Computer Science A

Prerequisite: Successful completion of a One Schoolhouse computer science course or permission from the administration

The AP® Computer Science A course introduces the key concepts of programming in Java. The analytical, critical-thinking, and problem-solving skills that students develop in this course transfer to programming in other languages as well. This course is designed with the idea that programming should be fun, engaging, and intuitive. Students learn to apply the main principles of object-oriented software design and programming using classes and objects, constructors, methods, instance and static variables, inheritance, class hierarchies, and polymorphism. Students work creatively and collaboratively with their classmates to discuss ethical and social issues relating to the use of technology and develop a solid foundation from which to launch into a wide range of computer science areas. This course prepares students for the AP® Computer Science-A Exam in May. Please note: This course cannot be completed without a computer running a Windows or Macintosh operating system. Chromebooks, iPads, smartphones, and tablets are not adequate.

MA510 Multivariable Calculus Honors

Prerequisite: Successful completion of AP® Calculus BC

This year-long course covers a typical college-level Calculus III curriculum, including vectors and vector-valued functions, curves and surfaces in space, partial derivatives and gradients, multiple integration, and line and surface integrals. In the course's final unit, students learn how to identify and solve various kinds of differential equations, including exact first-order equations and second-order homogeneous and nonhomogeneous linear equations, and they practice using such equations to model systems from science and engineering. Built on a foundation of sophisticated problem solving, the course also features 3D visualization and model-building activities that help students develop their geometric intuitions about doing calculus in higher dimensions.

MA520 Linear Algebra Honors

Prerequisite: Successful completion of AP® Calculus BC

Through a wide variety of practical problems, conceptual questions, and visualizations, students learn how to think about vectors, the spaces in which vectors live, and linear mappings between those spaces. They develop powerful new ways of thinking mathematically and apply their new skills to solve a wide variety of problems from other fields, including computer graphics, economics, and population biology. This year-long course covers a typical one-semester college linear algebra curriculum, including matrix algebra, vector spaces, eigenvalues and eigenvectors, and applications to differential equations. Linear algebra is a required and very useful subject in college for many science and engineering majors, and it can be studied either before or after multivariable calculus. It's a great fit for the student who has completed AP® Calculus BC, who is passionate about a challenge to think in new ways, and who wants to see math applied to the real world.

MA340 Data Science Honors

Prerequisite: Successful completion of a computer science course and a statistics course or permission from the administration

The study of data science is the intersection of computer programming and mathematics, and it is the tool that can be used to solve many modern world problems. Data scientists are behind everything from artificial intelligence at Google, to the time and place a hurricane will make landfall, to deployment logistics in the US military, to player selection on sports teams, to the algorithm that determines whether your application will get read at your college of choice. In this course, students will gain insight into data collection, manipulation, and analytics and develop skills in computer science, information technology, and statistics. They will use the Python programming language and statistical concepts such as probability, inference, and modeling to solve real world case study questions and learn how data can drive decision-making in any industry. This is considered an advanced math course in our sequence. Students wishing to pursue a data science project may enroll in the course for the full year. For students continuing into Semester II, the course shifts into personalized, project based work, where students engage in deep, sustained inquiry, authentic and iterative research, critical analysis, and rigorous reflection, revision, and assessment as they journey through a self-designed, long-term activism, design, or research project on the topic of their choosing. Guided by a One Schoolhouse teacher, students pursue individual study/self-assessment or collaborative seminar/peer-review. Pathway options from which students choose include:

- **Spring Activism Seminar:** In this seminar, students identify a need and create a plan to effect economic, environmental, political, or social change in a target community. Utilizing a social science approach to research and evaluation, students are guided through the process of planning the deployment of a novel idea and identifying markers of success. Students may create a strategic plan for a club or non-profit or design an artistic product in this seminar.
- **Spring Design Seminar:** In this seminar, students design a technological solution to a real-world problem. Through the engineering design process/scientific method, students gather and analyze data to determine the effectiveness of their model or the accuracy of their hypothesis. Students may prototype and produce a public product in this seminar.
- **Spring Research Seminar:** In this seminar, students answer a theoretical or ethical question. Utilizing the social science/humanities tools for source evaluation, students collect, critique, and evaluate artifacts or primary source documents to explore their thesis. Students may create a written or multimedia product in this seminar.

Upon completion of their inquiry-driven project, students have gained academic maturity and expanded their ability to engage in a diverse and changing world. They are able to draw and defend conclusions from theoretical underpinnings, contextual background, and mathematical analysis or source evaluation. Finally, they have created and tested something useful of their own design or are able to defend a position based on their own research.

SC460 Global Health Honors

Prerequisite: Successful completion of one year of high school laboratory science or permission from the administration

The study of health in a global context is one of the fastest growing college majors, and global health is one of the major challenges of our time. This interdisciplinary, project based course introduces students to the complex political, economic, and medical forces that impact expected lifespan and the health inequity among various human populations. Students explore health care disparities, infant mortality, epidemiology, infectious disease transmission and prevention, health care reform, and global health initiatives. By the end of this course, students understand the multifaceted challenges that organizations like the World Health Organization and Centers for Disease Control and Prevention are trying to solve. Students wishing to pursue a global health project may enroll in the course for the full year. For students continuing into Semester II, the course shifts into personalized, project based work, where students engage in deep, sustained inquiry, authentic and iterative research, critical analysis, and rigorous reflection, revision, and assessment as they journey through a self-designed, long-term activism, design, or research project on the topic of their choosing. Guided by a One Schoolhouse teacher, students pursue individual study/self-assessment or collaborative seminar/peer-review. Pathway options from which students choose include:

- **Spring Activism Seminar:** In this seminar, students identify a need and create a plan to effect economic, environmental, political, or social change in a target community. Utilizing a social science approach to research and evaluation, students are guided through the process of planning the deployment of a novel idea and identifying markers of success. Students may create a strategic plan for a club or non-profit or design an artistic product in this seminar.
- **Spring Design Seminar:** In this seminar, students design a technological solution to a real-world problem. Through the engineering design process/scientific method, students gather and analyze data to determine the effectiveness of their model or the accuracy of their hypothesis. Students may prototype and produce a public product in this seminar.
- **Spring Research Seminar:** In this seminar, students answer a theoretical or ethical question. Utilizing the social science/humanities tools for source evaluation, students collect, critique, and evaluate artifacts or primary source documents to explore their thesis. Students may create a written or multimedia product in this seminar.

Upon completion of their inquiry-driven project, students have gained academic maturity and expanded their ability to engage in a diverse and changing world. They are able to draw and defend conclusions from theoretical underpinnings, contextual background, and mathematical analysis or source evaluation. Finally, they have created and tested something useful of their own design or are able to defend a position based on their own research.

SC505 AP® Physics 1

Prerequisite: Successful completion of Algebra II

AP® Physics 1 is an algebra- and trigonometry-based, introductory college-level physics course. The course is based on first-semester introductory college physics and is designed for students interested in an upper-level science course or planning to enter life science or pre-med programs in college. The goal of the course is to develop an understanding of physics through inquiry-based investigations. Students study principles of Newtonian mechanics and concepts of work, energy, and power. Underpinning these principles are foundational concepts like systems, fields, force interactions, change, and conservation. Additional supplemental topics are covered that build understanding of the primary College Board curriculum. Developing the ability to reason qualitatively and quantitatively is a principal focus. Those skills are developed through the use of modeling, graphing, diagramming, unit analysis, symbolic algebra, and data analysis. Laboratory exercises are used to enhance the investigation of each topic. This course is intended to prepare students for the AP® Physics 1 Exam in May.

SC530 Neuroscience Honors

Prerequisite: Successful completion of one year of high school laboratory science or permission from the administration

In this project-based course, students learn the structure of the brain and how the brain senses, thinks, behaves, and creates memories for learning and language. We explore brain diseases, disorders, imaging techniques, treatments, and how the environment impacts the brain. Armed with this solid foundation in neuroscience, students spend the second semester learning to think like doctors. Students engage in group and individual research projects and seminar-style problem solving, developing the ability to find answers to questions that may not be addressed specifically in the course. They review actual cases in the neuroscience field and follow the doctrine of ethical analysis with patients. Students are guided through a self-designed, long-term research project. This course is designed for students who are considering college majors in a medical or health-related field.

SC540 Marine Science Honors

Prerequisite: Successful completion of one year of high school laboratory science or permission from the administration

Marine Science introduces students to oceanography through a review of earth science concepts, an investigation of physical and chemical ocean systems, the exploration of marine organisms and ecology, and an examination of the role of climate change in both marine and global systems. Students read and dissect scientific literature, integrate their knowledge of marine ecological systems into practical applications of science, and bridge connections between science, society, and political interests. Perhaps most importantly, students foster critical thinking skills and a keen understanding of the scientific process necessary to become well-informed and scientifically aware citizens, whether students' futures directly involve marine science or not. Students learn through virtual and at-home laboratory exercises, scientific literature analysis, reading and video assignments, and research using online journals and current oceanographic data. This work is largely collaborative as students engage with the teacher and with their classmates on projects and labs. There is a significant emphasis on the application of creativity and innovation in dealing with environmental challenges.

SC590 Forensic Science Honors

Prerequisite: Successful completion of one year of high school laboratory science or permission from the administration

Forensic Science examines the application of science to the criminal and civil laws enforced by the justice system. Students explore the science of criminology by using a combination of science disciplines. As students learn to differentiate between actual techniques and some of those portrayed on popular television shows, they evaluate current procedures used by real crime labs to understand some of the limitations of the law, police, and forensic science. Students examine scientific techniques behind the analysis of physical and eyewitness evidence, toxicology, DNA fingerprinting, fire and explosives, bones, handwriting and document analysis, and other relevant pieces of evidence. Throughout the course, students investigate simulated crime and accident scenes, collect and analyze evidence, and develop observational skills and deductive reasoning.

SC635 AP® Environmental Science

Prerequisite: Successful completion of one year of high school laboratory science or permission from the administration

AP® Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for preventing and/or resolving them. Students make real-world connections between the topics introduced in class and those in their own “backyard.” They participate in ethical discussions and collaborative projects designed to probe how different cultures and social structures affect the environment and to explore potential solutions to today’s environmental issues. Students engage authentically and creatively with their classmates through a variety of discussions, activities, labs, and projects to investigate the real-world problems that face our environment today. They study our environment and work collaboratively to understand our role in it. Students taking this course are well prepared for the AP® Environmental Science Exam in May.



SS500 Business and Economics Honors

Prerequisite: Successful completion of Algebra II and one year of high school social studies

Business and Economics students gain fluency in foundational economic principles and explore business planning, development, and management. Students study the fundamentals of microeconomics, including supply and demand, incentives, pricing, and production, followed by macroeconomic concepts such as economic indexes, The Federal Reserve, financial markets, trade agreements, and globalization. This is an ideal survey course for students considering a college degree in economics, business, or management. By the end of the fall semester, students have a working foundation to analyze current events in the corporate world and the international economy. Students wishing to pursue a business or economics project may enroll in the course for the full year. For students continuing into Semester II, the course shifts into personalized, project-based work, where students engage in deep, sustained inquiry, authentic and iterative research, critical analysis, and rigorous reflection, revision, and assessment as they journey through a self-designed, long-term activism, design, or research project on the topic of their choosing. Guided by a One Schoolhouse teacher, students pursue individual study/self-assessment or collaborative seminar/peer-review. Pathway options from which students choose include:

- **Spring Activism Seminar:** In this seminar, students identify a need and create a plan to effect economic, environmental, political, or social change in a target community. Utilizing a social science approach to research and evaluation, students are guided through the process of planning the deployment of a novel idea and identifying markers of success. Students may create a strategic plan for a club or non-profit or design an artistic product in this seminar.
- **Spring Design Seminar:** In this seminar, students design a technological solution to a real-world problem. Through the engineering design process/scientific method, students gather and analyze data to determine the effectiveness of their model or the accuracy of their hypothesis. Students may prototype and produce a public product in this seminar.
- **Spring Research Seminar:** In this seminar, students answer a theoretical or ethical question. Utilizing the social science/humanities tools for source evaluation, students collect, critique, and evaluate artifacts or primary source documents to explore their thesis. Students may create a written or multimedia product in this seminar.

Upon completion of their inquiry-driven project, students have gained academic maturity and expanded their ability to engage in a diverse and changing world. They are able to draw and defend conclusions from theoretical underpinnings, contextual background, and mathematical analysis or source evaluation. Finally, they have created and tested something useful of their own design or are able to defend a position based on their own research.

SS520 Entrepreneurship & Business Innovation Honors

Prerequisite: Successful completion of Algebra II and one year of high school social studies

Social entrepreneurs envision and manage the future by tackling the existential environmental, social, and political issues of our time. In this class, students discover what it means to be a successful social entrepreneur as they learn how to define problems, devise solutions for impact, identify opportunities to affect change, envision the future, and turn their ideas into action. Students learn about the United Nations' Sustainable Development Goals as they select an environmental or societal problem they want to address. In their capstone project, students put their new entrepreneurial skills into practice by researching and proposing a potential solution to one of the grand challenges they have identified. The primary objective of this course is to equip students with the skills and approaches to navigate and be change agents in a rapidly changing, complex future. Students wishing to pursue a social entrepreneurship project may enroll in the course for the full year. For students continuing into Semester II, the course shifts into personalized, project-based work, where students engage in deep, sustained inquiry, authentic and iterative research, critical analysis, and rigorous reflection, revision, and assessment as they journey through a self-designed, long-term activism, design, or research project on the topic of their choosing. Guided by a One Schoolhouse teacher, students pursue individual study/self-assessment or collaborative seminar/peer-review. Pathway options from which students choose include:

- **Spring Activism Seminar:** In this seminar, students identify a need and create a plan to effect economic, environmental, political, or social change in a target community. Utilizing a social science approach to research and evaluation, students are guided through the process of planning the deployment of a novel idea and identifying markers of success. Students may create a strategic plan for a club or non-profit or design an artistic product in this seminar.
- **Spring Design Seminar:** In this seminar, students design a technological solution to a real-world problem. Through the engineering design process/scientific method, students gather and analyze data to determine the effectiveness of their model or the accuracy of their hypothesis. Students may prototype and produce a public product in this seminar.
- **Spring Research Seminar:** In this seminar, students answer a theoretical or ethical question. Utilizing the social science/humanities tools for source evaluation, students collect, critique, and evaluate artifacts or primary source documents to explore their thesis. Students may create a written or multimedia product in this seminar.

Upon completion of their inquiry-driven project, students have gained academic maturity and expanded their ability to engage in a diverse and changing world. They are able to draw and defend conclusions from theoretical underpinnings, contextual background, and mathematical analysis or source evaluation. Finally, they have created and tested something useful of their own design or are able to defend a position based on their own research.

SS605 AP® Microeconomics

Prerequisite: Successful completion of Algebra II

AP® Microeconomics gives students an understanding of how limited resources and unlimited wants result in the need to make choices, both individually and collectively. Students learn why private markets and the price mechanism lead to an efficient allocation of resources in a market-based economy. Market structure, market failure, natural resource markets, and the role of government are included. Students analyze societal issues through the lens of economic reasoning, develop critical thinking skills through the understanding and analysis of fundamental economic concepts, and increase their ability to analyze information and draw conclusions from a wide variety of real-world situations. Students complete collaborative assignments, group discussions, and assessments that require them to apply what they have learned to hypothetical situations. The curriculum is developed to prepare students for the AP® Microeconomics Exam in May. The course is recommended for 11th and 12th graders with strong mathematical reasoning skills and an interest in economics, finance, business, or government policy.

SS625 AP® Macroeconomics

Prerequisite: Successful completion of Algebra II

AP® Macroeconomics introduces students to major economic issues such as basic market analysis, the causes of the cycle of economic growth and recession, the problems of inflation and unemployment, the causes and consequences of federal budget deficits, and the causes and effects of international trade imbalances and currency fluctuations. Students analyze the impact of fiscal and monetary policies as well as the debates surrounding the implementation of each. This course involves extensive reading, problem-solving exercises, online discussions, and researching and writing about contemporary macroeconomic issues. Multiple modalities are employed for content presentation so as to encourage personalization, and assessment evaluates each student's ability to utilize skillsets related to economic decision making. Strong reading, algebra, and analytical skills are necessary for success in the course, as is strong motivation. AP® Macroeconomics develops informed, thoughtful, and globally minded students, and the course thoroughly prepares students to take the AP® Macroeconomics Exam in the spring. This course is recommended for 11th and 12th graders.

SS635 AP® Human Geography

Prerequisite: Successful completion of eighth grade

This course revolves upon the five core themes of geography: location, place, region, movement, and human-environment interaction. Students learn how to study the systemic patterns and processes that have shaped human understanding, use, and alteration of the earth's surface (including agriculture, industries, markets, and urbanization). Students learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards. Using personalized learning options, collaborative discussions, and creative synthesis applications, students develop an appreciation of the variables that geographers consider when analytically problem-solving for the contemporary challenges facing our world. Core competencies developed throughout the course include: the ability to develop and apply multivariable analyses based upon the themes of geography, active engagement with current events, and collaborative problem solving that evaluates the potential unintended consequences of interventions into local, regional, and global communities. Students taking this course are well prepared for the AP® Human Geography Exam in May.

One Schoolhouse Policies and Procedures

Tuition Payments

Tuition for a full year course is \$1880. Financial assistance is not available.

Additional Expenses

Woodlands will provide course materials/textbooks. AP testing fees are not included in the tuition. AP testing fees will be billed to students by Woodlands.

Registering Students for Classes

One Schoolhouse courses are available to sophomores, juniors, and seniors. It is recommended that students enroll in only one full-year One Schoolhouse course per academic year. Students must have the approval of the principal to enroll in a One Schoolhouse course and the principal will register all students in courses.

Academic Calendar

The first semester begins on September 9, 2024 and ends on December 13, 2024. The second semester begins on January 21, 2025 and ends on May 2, 2025.

Please note that there is no time off for fall or spring break for One Schoolhouse courses, even though there are vacation dates for Woodlands. Students are expected to continue their work for these online classes even if school at Woodlands is not in session.

Add/Drop a Course

The last day to withdraw with a 100% tuition refund is August 31, 2024. The last day to withdraw with a 50% tuition refund is September 20, 2024. No refunds will be issued after this date. The add/drop period ends September 20, 2024. Students withdrawing from a course after this date will receive a "Withdraw – W" on their transcripts.

Technical Requirements

In general, students with a computer that is regularly updated and less than four years old should have no trouble completing the coursework required through One Schoolhouse. Computers and laptops should have a webcam with a microphone, speakers, and a high-speed WiFi network. The recommended browser is most updated version of Chrome or, alternatively, Firefox.

Coursework, Assignments, and Assessments

Every course that One Schoolhouse offers is designed for and appropriately challenges a collegebound student. One Schoolhouse courses are developed and refreshed in the summer so that teachers can focus on student needs and feedback while classes are in session.

While students may choose to focus their periods of work in the course in large chunks each week, they should be very careful not to leave too much work until the last minute in case questions or problems arise. The total amount of time students need to invest in coursework is six to eight hours per week for school-year courses and up to twenty hours per week for summer courses. For AP® and other college-level courses, the time expectation is usually eight to nine hours per week. These estimates include direct engagement with new material, student self-assessment, practice, application, collaboration with peers, and assessment. Students should log into their One Schoolhouse courses at the very least twice per week.

One Schoolhouse teachers open each week's page on the Friday before, and typically set Tuesday and Friday due dates for assignments. Students can expect to have at least four days' lead time, including weekend days, between when an assignment is posted and when it is due. Assignments and assessments are graded, recorded in the Learning Management System gradebook, and returned to students with feedback within five days of the due date. Teachers log in to the courses a minimum of five times a week to monitor their students' progress and respond to communications. Teachers regularly update the course content to reflect any new announcements, assignments, or changes in the work. Students are evaluated based on their progress towards mastery of the course competencies. Extra credit is not offered in One Schoolhouse courses.

Teachers use the assessment feature within the Learning Management System or printed materials for summative assessments. We may require a proctor at the student's home school for major assessments, whether in Learning Management System or paper form, to ensure the student's identity and honesty. The Director of Student Support will contact each student's One Schoolhouse Advisor at the start of the year and in advance of every assessment needing a proctor to help facilitate these arrangements. Though the students are ultimately responsible for arranging a time to take a test with a proctor, we want to be good stewards and promote good relations with each school.

Each student is able to see individual grades and a current average in our Learning Management System, and can track any missing assignments there also. In addition, the principal at each student's home school has the ability to log in to the Schools Portal, where they can view in-process and final grades.

Grading Scale

Grades earned in One Schoolhouse classes will appear on a student's official transcript and will be included in her GPA calculation.

The grading scale used for our courses is based on a numerical scale. Though individual assignments during the semester may be graded on a letter or standards-based scale as appropriate, mid-term and final grades are reported on a numerical scale.

Many One Schoolhouse consortium schools transfer student grades to their own transcripts. One Schoolhouse always reports unweighted, numerical grades. If schools transfer One Schoolhouse grades to their own report cards, transcripts, and GPAs, they may weigh the grades as appropriate to their own internal systems. Questions about this can be directed to the One Schoolhouse Director of Student Support.

The grading scale that One Schoolhouse uses is as follows:

- 97-100: Significantly exceeds expectations of the course or assignment. Exceptionally creative, independent, or collaborative.
- 93-96: Mastery of course material, consistently expressed with precision, and clarity of thought.
- 92-90: Thorough understanding of concepts, mostly expressed with clarity and precision. If it's an option, student has chosen to take a risk.
- 87-89: Accurate and reasonably complete knowledge of content. Much is expressed with clarity and precision.
- 83-86: Shows competence and meets expectations. Satisfactory work.
- 80-82: Meets most expectations and shows adequate understanding of content. Shows preparation, but may not show enough initiative in attaining mastery of the material. Answers may stray from topic.
- 77-79: Meets some expectations. May be somewhat incomplete or inaccurate. Writing may not meet expectations. May show knowledge of material, but without answering the question.
- 73-76: Limited grasp of content. May be incomplete or inaccurate. May contain errors in expression or manifest other serious writing issues.
- 70-72: Meets minimal expectations of assignment.
- 60-69: Working towards expectations but significant deficiencies are present.
- 0-59: Work does not meet the expectations of the assignment. Preparation has been ineffective and appears to be insufficient.

Term Grade Calculations

School-year term grades are calculated as follows: (Please note that this is different than the calculation used for in-person classes at Woodlands.)

Semester I

Quarter 1: 50% of Semester I grade

Quarter 2: 50% of Semester I grade

Semester II

Quarter 3: 50% of Semester II grade

Quarter 4: 50% of Semester II grade

Student Responsibilities

Get Off to a Good Start:

- Carefully complete the Orientation module at the start of the class.
- Schedule a face-to-face conversation with your teacher through Skype or Google Hangout early in the year.

Manage Your Time Wisely:

- Log in to class regularly—at least three times a week.
- Check the assignment/due date blocks in course(s) as soon as a week or unit opens. Use it to plan out the week in advance so as to avoid last-minute and late work.
- Read the opening page for the week and view each week's welcome video. Important information is included on these pages that may not be posted anywhere else in the week.
- Know that the To Do list on your LMS Dashboard may not include all the activities and assignments that you need to complete. The complete and accurate list can be found on each week's opening page.

Talk to Your Teacher Regularly:

- Keep in regular contact with teachers throughout the year. They are anxious to help in any way.
- Ask questions when something is not clear or when help is needed.
- Talk about future plans, especially for times that are exceptionally busy. Teachers can help manage student time to get work done on an appropriate schedule.
- Consult with teachers about any time away from class, including for illness, family emergency, traveling out of the United States, or to a location without internet access, including trips sponsored by the student's face to face school. This is especially important for fall and spring breaks.

Pay Attention to the Late Work Policy:

- Understand when and how to request an extension.
- Understand that a request is just that—teachers do not have to grant requests.
- Be sure to know how to turn in late work and to notify teachers that it is turned in.
- Avoid waiting until the last minute to do work. Teachers will not excuse late work because of last-minute questions. (Waiting until the last minute often means work is done poorly or deadlines were missed while waiting to hear back from teachers).
- Make every effort to turn in work on time.

Give Your Best Effort:

- Check to be sure that everything turned in has uploaded properly.
- Check grades regularly. Remember that a zero means the teacher has not received your work. Contact your teacher immediately if there are any mistakes in grades; do not wait until after report cards publish.
- Adhere to academic honesty standards. There is a strict academic honesty policy, and we expect that students are being honest in turning in work that is their own.

Provide Us with Feedback:

- Take the surveys that are sent quarterly. It is the best way we have to monitor satisfaction with your course. We listen and make changes based on student responses.
- Participate in the reflection journals included in your course.