Contents

A CREC Education ........................................................................................................................................... 2
Graduation Requirements .......................................................................................................................... 3
Course Designations.............................................................................................................................. 4
Capstone.................................................................................................................................................. 4
Counseling Services.................................................................................................................................. 4
English/Language Arts ............................................................................................................................ 5
Math............................................................................................................................................................ 6
Physical Education and Health ............................................................................................................... 6
Social Studies............................................................................................................................................. 9
Science .................................................................................................................................................... 11
World Language ....................................................................................................................................... 13
College and Career Readiness ............................................................................................................. 17
Resources................................................................................................................................................ 22
CREC Magnet Schools cultivates scholars by offering rigorous core curricula and uniquely designed and personalized educational programs that are enhanced by the latest technology. CREC students must demonstrate proficiency with essential knowledge and skills in core content areas, and they must develop the thinking and learning skills needed to be academically, socially and emotionally prepared for lifelong learning and global citizenship.

CREC students actively engage in their learning by making judgments, analyzing, synthesizing, and making connections between academic disciplines and the world around them. In each content area, students deepen their learning and develop essential skills for college and career, including communication and collaboration; creativity and innovation; critical thinking and problem solving; and self-direction and resourcefulness.

CREC’s curricula is grounded in the knowledge that students of the 21st Century live in a unique educational environment that is marked by access to an abundance of information, rapid changes in technology tools, and the ability and opportunity to contribute to society in a multitude of ways. In response to an ever-changing market, technology is seamlessly infused into each aspect of the curricula. In line with the standards set by the International Society for Technology in Education, students develop research and information fluency, digital citizenship, and an understanding of technology operations and concepts.

This document outlines CREC’s high school course offerings for English and language arts, math, science, social studies, and world language. In addition to the areas of learning addressed in this guide, each school offers unique thematic course requirements, as well as a health, fitness, and arts education.

In each content area and course offering, CREC students are encouraged to achieve at high levels and are provided numerous opportunities to extend their learning and pursue individual interests and passions.
Below are the minimum graduation requirements for all CREC students. Please note that, in addition to the courses listed below, each school maintains theme-specific graduation requirements.

<table>
<thead>
<tr>
<th>Graduation Requirements</th>
<th>(25 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cluster 1: Science, Technology, Engineering, and Mathematics (STEM)</strong></td>
<td>8 Total Credits</td>
</tr>
<tr>
<td><strong>Mathematics:</strong></td>
<td></td>
</tr>
<tr>
<td>- Algebra I</td>
<td>1</td>
</tr>
<tr>
<td>- Geometry</td>
<td>1</td>
</tr>
<tr>
<td>- Algebra II or Statistics and Probability</td>
<td>1</td>
</tr>
<tr>
<td>- Calculus, Trigonometry, or other full-year course</td>
<td>1</td>
</tr>
<tr>
<td><strong>Science:</strong></td>
<td></td>
</tr>
<tr>
<td>- Three Lab Science Courses</td>
<td></td>
</tr>
<tr>
<td>- Biology/Life Science</td>
<td>1</td>
</tr>
<tr>
<td>- Chemistry/Physical Science</td>
<td>1</td>
</tr>
<tr>
<td>- Physical, Life, or Earth Science</td>
<td>1</td>
</tr>
<tr>
<td><strong>Required STEM Electives:</strong></td>
<td></td>
</tr>
<tr>
<td>- Science, Mathematics, Technology, and Engineering (STEM)</td>
<td></td>
</tr>
<tr>
<td>or other STEM courses</td>
<td>1</td>
</tr>
<tr>
<td><strong>Cluster 2: Humanities</strong></td>
<td>9 Total Credits</td>
</tr>
<tr>
<td><strong>English:</strong></td>
<td></td>
</tr>
<tr>
<td>- English Language, Arts 1 (Genre Survey)</td>
<td>1</td>
</tr>
<tr>
<td>- English Language Arts 2 (Genre Survey)</td>
<td>1</td>
</tr>
<tr>
<td>- Literature and Composition: American, World, or British Literature</td>
<td>1</td>
</tr>
<tr>
<td>- Elective (full -year course or equivalent)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Social Sciences and Fine Arts:</strong></td>
<td></td>
</tr>
<tr>
<td>- International and World Studies</td>
<td>1</td>
</tr>
<tr>
<td>- American History</td>
<td>1</td>
</tr>
<tr>
<td>- Civics</td>
<td>0.5</td>
</tr>
<tr>
<td>- Social Studies Elective</td>
<td>0.5</td>
</tr>
<tr>
<td>- Fine Arts: Art, Music, Theatre, and Dance</td>
<td>1</td>
</tr>
<tr>
<td><strong>Required Humanities Electives:</strong></td>
<td></td>
</tr>
<tr>
<td>- English, World Languages, Social Science, and Fine Arts or other humanities courses</td>
<td>1</td>
</tr>
<tr>
<td><strong>Cluster 3: Career and Life Skills</strong></td>
<td>3.5 Total Credits</td>
</tr>
<tr>
<td><strong>Career and Life Skills</strong></td>
<td></td>
</tr>
<tr>
<td>- Comprehensive Health Education</td>
<td>0.5</td>
</tr>
<tr>
<td>- Physical Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>Required Career and Life Skills Electives:</strong></td>
<td></td>
</tr>
<tr>
<td>- Career and Technical Education, World Languages, English as a Second Language, Community Service, or other Career and Life Skills course</td>
<td>2</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Open Electives</strong></td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Capstone Experience</strong></td>
<td>1</td>
</tr>
</tbody>
</table>
Course level designations are provided as a general guideline to help students select courses of the appropriate level.

**Honors**: Courses designated as “Honors” are conducted with the higher level of intensity, course load and rigor than college preparatory courses. These specialized courses go beyond the normal material covered by similar courses at that grade level in scope and rigor. This includes some courses in math and science that are equal to the rigor of advanced placement courses, but for which an AP assessment does not exist.

**Advanced Placement**: Courses that complete the standard nationally recognized AP curriculum are designated as AP level. These are college level courses that demand students have the skills and motivation to manage a fast-paced and demanding workload. Students are expected to be active learners, take responsibility and ownership for their own learning, and take the AP exam in the Spring.
Completing and presenting a capstone project is a graduation requirement for all students. The capstone project is designed to prepare high school students for lifelong learning and effective and productive citizenship through the opportunity to plan, complete, and present a self-directed culminating project that reflects their personal interest. The capstone project allows students to demonstrate their competence in most, if not all, of their school’s academic expectations for student learning.

Student requirements of the capstone project:
1. Submit a proposal for the project and a plan for completion.
2. Maintain a process journal and portfolio that shows evidence that you are working toward a goal throughout the course.
3. Conduct background research for the project that is supported by an annotated bibliography.
4. Generate a product as a tangible outcome that represents CREC’s essential skills for deeper learning.
5. Write a report about the area of study that describes the process and conclusions.
6. Connect the capstone experience to stakeholders outside of the classroom setting.
7. Present information, insights, new skills, and a final product with multimedia to an audience that may be comprised of students, parents and guardians, teachers, administrators, CREC personnel, members of the community, and advisory and governance committee members.
The CREC school counseling program advocates for all students as they identify and pursue academic, career, and personal goals. The counseling program encourages the development of personal responsibility as students become capable citizens, productive workers, and lifelong learners. CREC’s school counseling program provides intervention with a proactive and preventative approach to all students in grades nine through 12. The program consists of a planned, sequential counseling curriculum, individual planning, responsive services, and a system support. Each student works with a counselor to create an individualized student success plan. Additionally, school counselors are available to students and parents to address any concerns related to academics, educational plans, career plans, and personal problems.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation and transition to high school</td>
<td>Goal-setting</td>
<td>Goal-setting</td>
<td>Goal-setting</td>
</tr>
<tr>
<td>Goal-setting: personal, academic, and career</td>
<td>PSAT (October)</td>
<td>PSAT (October)</td>
<td>PSAT-Individual (Fall)</td>
</tr>
<tr>
<td>Continued career exploration</td>
<td>College visits</td>
<td>Career decision-making</td>
<td>College visits</td>
</tr>
<tr>
<td>College visits</td>
<td>Career planning and preparation</td>
<td>College visits</td>
<td>Resume writing</td>
</tr>
<tr>
<td>Time management and organizational skills</td>
<td>Self-advocacy, responsibility, and utilizing resources</td>
<td>Post-secondary process preparation</td>
<td>Financial planning</td>
</tr>
<tr>
<td>Healthy and balanced living</td>
<td>SAT and ACT prep</td>
<td>SAT and ACT Prep</td>
<td>College decision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post-secondary transition</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coping skills</td>
</tr>
</tbody>
</table>
# Course Sequence Options

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Sequence Option No. 1</th>
<th>Sequence Option No. 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>American Literature or World Literature</td>
<td>American Literature Honors or World Literature Honors</td>
</tr>
<tr>
<td>10</td>
<td>English 10</td>
<td>English 10 Honors</td>
</tr>
<tr>
<td>11</td>
<td>American Literature or World Literature</td>
<td>Advanced Placement English Language and Composition or Advanced Placement Literature and Composition</td>
</tr>
<tr>
<td>12</td>
<td>Social Constructs and the Individual's Response or College and Creative Writing</td>
<td>AP English Language and Composition or AP Literature and Composition</td>
</tr>
</tbody>
</table>

These are typical routes taken by students. Movement between courses and sequences is possible from year to year based on student performance, teacher recommendation, and potential summer coursework. Many CREC schools offer additional courses specific to their school or theme, which are not included in the above chart. Refer to individual school course of study manuals for further information and prerequisites for these courses.

## English

### English 9 or 11: American Literature and American Literature Honors

“American literature has never been content to be just one among the many literatures of the Western World. It has always aspired to be the literature not only of a new continent but of a New World.” — Christopher Dawson

The study of American literature is an essential experience for any high school student. In this course, students will read and respond to a broad collection of works from revered American authors and examine how these texts answer questions of American identity, American history, and the American dream. Students will examine major literary movements that have defined American literature, such as romanticism, realism, environmentalism, modernism, and postmodernism, and they will consider the conditions that gave rise to each. Throughout the course, students will analyze how critical issues in our nation’s history, such as race, identity, war, and gender, are reflected in and continue to shape the American literary landscape. Students will explore their own definitions of America, and evaluate how the literature they read affects their own conceptions of our nation as both a geographic, historical place and a complex, symbolic concept.
English 10 and English 10 Honors: Power of Voice

“...the powerful play goes on, and you may contribute a verse.” — Walt Whitman

This course centers on the study of the human voice and its potential to impact change. Understanding the capacity of the human voice lends itself to greater understandings of power, authority, and social advancements within societies. Power is gained, maintained, and often restricted through language and the expression of individual and collective voices. Along with the power of voice comes responsibility: the obligation to act justly and the spirit to better the world. When used properly, strong voices have given rise to leadership, activism, empowerment, and liberation. Unfortunately, the responsibilities of voice are not always fulfilled. Too often, corrupt voices and the abuses of associated power lead to oppression and injustice. In this course, students will read a broad survey of works in which voices positively and negatively yield impact and create change, be it characters’ voices and effects upon the textual worlds in which they reside, or authorial voices and their influences upon the world we share. In addition, students will use their own writing to discover and harness the power of their own voices as instruments to shape the world around them.

English 9 or 11: World Literature and World Literature Honors

“That is part of the beauty of all literature. You discover that your longings are universal longings, that you’re not lonely and isolated from anyone. You belong.” — F. Scott Fitzgerald

“You think your pain and your heartbreak are unprecedented in the history of the world, but then you read. It was books that taught me that the things that tormented me most were the very things that connected me with all the people who were alive, or who had ever been alive.” — James Baldwin

The purpose of world literature is to acquaint students with important literary figures and works from around the world. Covering variant writings from continents and cultures near and far, the course will allow students the opportunity to study literature as an art form that reflects human experience, emotion, need, and identity at both universal and cultural levels. In this course, students will examine how and why cultural and literary archetypes exist as well as how literature passes on cultural values and explains natural events. Students will read and respond to a variety of works from the ancient, developing, and modern world as they work to broaden their own perspectives, awareness, and tolerances. Through this exploration, students will develop an appreciation of richly variant world authors as well as a heightened awareness of different cultures.
English 12: Social Constructs and the Individual’s Response

“One isn’t born one’s self. One is born with a mass of expectations, a mass of other people’s ideas — and you have to work through it all.” — V.S. Naipaul

Students entering grade 12 are prepared for deeper considerations of written expression, are ready to tackle social issues through a variety of lenses, and are ready to situate their own identities and voices in the larger world of text. Students will analyze, critique, and compose written expression as a vehicle for identity formation, challenging norms, impacting change, and possibly transforming the world in which we live. This course focuses on character, author, and student responses to social constructs and the establishment of identity through writing. Consideration is given to the real or imagined societies in which individuals exist and how these worlds define, create, and demand space for reaction and response. Social constructs and the individual’s response requires students to consider themselves as individuals within larger societies who have the ability to think critically and impact change by writing stories and arguments worthy of being heard.
Additional High School English Electives:

**College and Creative Writing**
College and Creative Writing is a course designed to help students further their capabilities as writers who can effectively and innovatively make their voices heard. Focus will be given to the development of the personal narrative and memoir (including the college essay), to the research skills and strategies required for informative and argumentative composition, and to the grammatical and rhetorical techniques that both clarify and enhance the written word. Students will have opportunities to both read and produce writings from a wide variety of textual genres as they push their own conceptions and previous boundaries of written expression. Because good readers make good writers, students will continue to pursue texts by authors who are renowned for their ability, technique, originality, and impact. As part of their coursework, students will maintain writing portfolios, important collections of their own work that they will use regularly to reflect upon and assess their continued development and success as writers.

**Advanced Placement English Language and Composition**
The Advanced Placement English Language and Composition course aligns with an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text from many disciplines and historical periods (from The College Board).

**Advanced Placement Literature and Composition**
The Advanced Placement 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 they read, students consider 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 (from The College Board).

*See individual program of studies courses for additional English language arts courses offered at a specific school.*
Course Sequence Options

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Sequence Option No. 1</th>
<th>Sequence Option No. 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Algebra I and Mathematical Problem Solving</td>
<td>Geometry Honors</td>
</tr>
<tr>
<td>10</td>
<td>Geometry</td>
<td>Algebra II Honors</td>
</tr>
<tr>
<td>11</td>
<td>Algebra II</td>
<td>Precalculus Honors</td>
</tr>
</tbody>
</table>

These are typical routes taken by students. Movement between courses and sequences is possible from year to year based on student performance, teacher recommendation, and potential summer mathematics coursework. Many CREC schools have additional courses that are specific to their school or theme, which are not included in the above chart. Refer to individual school course of study manuals for further information and the prerequisites for these courses.

Mathematics

Algebra I (Grade 9)
Algebra I units of study deepen and extend understanding of linear and exponential relationships by contrasting them with each other and applying linear models to data that exhibit a linear trend. Students engage in methods of analyzing, solving, and using quadratic functions. Students will extend their knowledge of the number system to include irrational numbers. Students will use technology and models to investigate and explore mathematical ideas and relationships to develop multiple strategies for analyzing complex situations verbally, numerically, graphically, and symbolically. The Mathematical Practice Standards apply throughout the course, and along with the content standards, ensure that students will apply mathematical skills and make meaningful connections to life experiences. Active learning will be enhanced with technology-rich instruction, including computer applications, use of graphing calculators, and exploration of the Geometer’s Sketchpad. A TI-83 or TI-84 calculator is required for this class.
Mathematical Problem Solving (Grades 9 or 10)
This course is taken simultaneously with Algebra I. Topics include key concepts associated with number sense, algebra, geometry, and probability and statistics, especially as they apply to the Smarter Balanced Assessment and the CAPT test. The structure of the course allows for student-driven discovery of concepts with embedded remediation of skills. An emphasis is placed on both independent and collaborative or group problem-solving strategies and student communication of mathematical thinking. Topics include, but are not limited to, investigations related to ratios and proportions, linear equations, angle relationships, and probabilities of various events.

Algebra I (Grade 9) and Algebra 1 Honors
Algebra I units of study deepen and extend understanding of linear and exponential relationships by contrasting them with each other and applying linear models to data that exhibit a linear trend. Students engage in methods of analyzing, solving, and using quadratic functions. Students will extend their knowledge of the number system to include irrational numbers. Students will use technology and models to investigate and explore mathematical ideas and relationships to develop multiple strategies for analyzing complex situations verbally, numerically, graphically, and symbolically. The Mathematical Practice Standards apply throughout the course, and along with the content standards, ensure that students will apply mathematical skills and make meaningful connections to life experiences. Active learning will be enhanced with technology-rich instruction, including computer applications, use of graphing calculators, and exploration of the Geometer’s Sketchpad. A TI-83 or TI-84 calculator is required for this class.

Geometry (Grade 10) and Geometry Honors
Prerequisite: Successful completion of Algebra I
This course will enable students to develop analytic and spatial reasoning skills and move toward formal mathematical arguments and constructions. They will apply what they know about two-dimensional figures to three-dimensional figures in real-world contexts, build spatial visualization skills, and deepen their understanding of shape and shape relationships. Topics of study include proof; parallel and perpendicular lines; congruence; triangles and quadrilaterals; similarity; right triangles and trigonometry; circles and constructions; coordinate geometry and transformations; measurement; and applications of probability.

Students develop deductive reasoning skills that can be applied to both mathematical and real-world problem contexts. Students will experience geometric thinking and reasoning techniques as accessible and powerful tools that can be used to explore the concept of mathematical proofs, as well as to model and solve real-world problems. Active learning will be enhanced with technology-rich instruction, including computer software applications, graphing calculator exploration, and use of A TI-83 or TI-84 calculator is required for this class.
Algebra II and Algebra II Honors  
Prerequisite: Successful completion of Algebra I and Geometry  
This course extends and applies the concepts of Algebra I and Geometry. The curriculum includes the study of functions and inverse functions; quadratic functions; polynomial functions; radical and rational functions; trigonometric functions; and exponential and logarithmic functions. Active learning will be enhanced with technology-rich instruction, including computer software applications, graphing calculator exploration, and use of online graphing and sketching software. A TI-83 or TI-84 calculator is required for this class.

Precalculus (Grades 11 or 12) and Precalculus Honors  
Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II  
This course extends and applies the concepts of Algebra I, Geometry, and Algebra II. The curriculum includes an indepth study of polynomial, rational, exponential, logarithmic, and trigonometric functions. It also expands students knowledge of the fundamentals of algebra, analytic trigonometry, and begins to lay a foundation for calculus with a study of limits. Active learning will be enhanced with technology-rich instruction, including computer software applications, graphing calculator exploration, and use of online graphing and sketching software. A TI-83 or TI-84 calculator is required for this class.

Advanced Placement Calculus AB (Grade 12)  
Prerequisite: Successful completion of Precalculus  
Advanced Placement Calculus AB is roughly equivalent to a first semester college calculus course that is devoted to topics in differential and integral calculus. The Advanced Placement course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and it helps students to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions (from The College Board).

Advanced Placement Calculus BC (Grade 12)  
Prerequisite: Successful completion of Precalculus (with teacher recommendation)  
Advanced Placement Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The Advanced Placement course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and it helps students to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions (from The College Board).
Advanced Topics in Algebra (Offered to grades 11 and 12)

*Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II*

Advanced Topics in Algebra is a course that is offered to juniors and seniors who want to expand on the concepts of Algebra I, Algebra 2, and Geometry. This course will provide students with the opportunity to deepen their understanding of functions, graphs; systems of linear equations; polynomials and factoring; quadratic equations; exponents and radicals; exponential and logarithmic functions; probability and statistics; matrices; and linear systems. A graphing calculator is required for this course.

Advanced Mathematical Decision-Making

*Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II*

Advanced Mathematical Decision-Making is a mathematics course that follows Algebra II. It is designed as a 11th-grade or 12th-grade alternative to precalculus, or as an elective to accompany or follow precalculus. Advanced Mathematical Decision-Making builds on, reinforces, and extends what students have learned and covers a range of mathematics topics that are not part of most high school mathematics programs. Advanced Mathematical Decision-Making emphasizes statistics and finance and includes advanced work on numerical reasoning, using specialized indices, formulas, and ratios. It also emphasizes algebraic and geometric modeling and topics from discrete mathematics.

The course offers student activities in a range of applied contexts and helps students develop college and career readiness skills. A TI-83 or TI-84 calculator is required for this class.

Additional High School Mathematic Electives:

- Precalculus and Trigonometry
- Precalculus
- Precalculus Honors
- Advanced Placement Calculus AB (2 credits)
- Advanced Placement Calculus BC

*See individual program of studies courses for additional mathematics courses offered at a specific school.*
Required Courses:

**Physical Education:** 1 credit
**Health Education:** 0.5 credit

**Physical Education:** Students explore and engage in activities that foster health-related fitness and lifetime physical activity. Emphasis is placed on a variety of activities that promote fitness and are available to students after graduating high school. Topics will include: health-related fitness; assessment of current fitness status; goal setting; planning and monitoring; performing activity in a target heart rate; fitness consumerism; role of play and fitness on the mind and body; community resources for personal fitness; teambuilding and adventure education, which builds self-efficacy and social skills to foster enjoyment and engagement in all types of physical activity; and skill-related fitness, which focuses on the development of skills and techniques in individual activities (Examples: self-defense, dance, yoga, personal fitness, and rock climbing); dual activities (Examples: racquet sports, dance, and frisbee); and small group sport games with sport variations for two to four people per team.

**Health Education:** Students will explore the meaning of optimal wellness and set personal goals to improve their own level of health and well-being. Topics will include: wellness; components of wellness; major factors that influence levels of wellness; goal setting for improved health; nutrition (recommended daily allowances; buying food on a budget; eating out; preparing foods; caloric input and output; role of macronutrients and micronutrients for the brain and body), growth and development (skills to prevent unwanted pregnancy, sexually transmitted diseases, and HIV infection; abstinence; refusal skills; delay tactics; avoiding high-risk situations; access and use of protection); mental, social, and emotional health (attitudes and values for developing and maintaining a high level of emotional health; mindset and stress management; depression; suicide prevention; symptoms of mental illness and when to seek help); substance abuse education (internal and external influences); drug classifications; driving laws; substance abuse and the brain; ripple effects; and the relationship of substance abuse to other types of risky behavior.

*See individual program of studies courses for additional physical education and health courses offered at a specific school.*
Courses
Required Courses

U.S. History (1 credit)
In U.S. History, students will explore people, events, and movements from a brief review of the foundation of the United States from 1775-1865 to a more thorough examination of U.S. history from 1865 to the present. The course will focus on changes in society, economic and political developments, and the emergence of the United States as a global power. An emphasis is placed on analyzing and evaluating a variety of documents, sources, and perspectives. The study of U.S. history in the late 19th and 20th centuries requires that students generate and research compelling questions that relate to the American definition of freedom, equality, opportunity, democracy, and our role in world affairs.

Civics (1 credit)
Civics is designed to prepare students to exercise their political responsibilities as thoughtful and informed citizens. Civics provides a basis for understanding the rights and responsibilities of being an American citizen, and it provides a framework for competent and responsible participation in American government. Emphasis is placed on the historical development of government and political systems and the importance of the rule of law; the U.S. Constitution; federal, state, and local government structure; international relations; and rights and responsibilities of citizenship. Students will actively investigate local, state, national, and international issues, and they will read and participate in discussions and develop informed opinions using informative and argumentative writing. The essential social studies concepts and skills in this course provide a foundation for continuing study in modern American government.

World History (1 credit)
World History emphasizes globally inclusive content and important historical themes and connections. The course traces modern world history from 600 C.E. to the present and utilizes an interdisciplinary approach that includes geography, economics, and civics. Students will develop a thorough understanding of the causes and effects of the world events that have led to the creation of the world’s current political, economic, and social climate. Students will engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry cycle, including, but not limited to, intensive reading (non-fiction and fiction and primary and secondary source materials), participation in Socratic seminars, writing document-based essays, and developing a culminating research paper.

Additional High School Social Studies Electives:

Psychology
Psychology can be defined as the scientific study of mental processes and behavior. While psychology is most often associated with clinical issues, such as abnormal personality, this makes up only a small portion of the field. Other specialties within the field include physiological, social, organizational, and developmental psychology. This course provides students with a background that helps them understand themselves and other members of society. Students will look at how people develop over time, how they behave, and the physiological components of human behavior. This course will serve as an overview of the major fields within psychology and will emphasize the understanding of psychology as the science of human thought and behavior. Students will learn to critically analyze how people function.

Sociology
Sociology offers scientific framework that brings order to social phenomena. Individuals, their behavior, and the groups to which they belong is the focus of sociological study. Conclusions drawn from the study of the individual are used to identify patterns that exist in larger social institutions, such as the family, religion, education, and government. Using both quantitative and qualitative research methods, sociology also attempts to offer explanations for societal ills such as racism, sexism, poverty and social inequality. Sociologists analyze these explanations with the hope of being able to offer solutions to these same societal problems.
Advanced Placement Social Studies Courses:

Advanced Placement Comparative Government and Politics
Advanced Placement Comparative Government and Politics introduces students to the rich diversity of political life outside of the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges of six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues (from The College Board).

Advanced Placement United States Government and Politics
Advanced Placement United States Government and Politics introduces students to the key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, and students learn to apply disciplinary reasoning to assess causes and consequences of political events, and they learn to interpret data to develop evidence-based arguments (from The College Board).

Advanced Placement Human Geography
Advanced Placement Human Geography is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth’s surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools that geographers use in their research and applications. The curriculum reflects the goals of the 2012 National Geography Standards (from The College Board).

Advanced Placement Psychology
Advanced Placement Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior; sensation and perception; learning and cognition; motivation; developmental psychology; testing and individual differences; treatment of abnormal behavior; and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas (from The College Board).

Advanced Placement United States History
Advanced Placement United States History focuses on developing students’ abilities to think conceptually about U.S. history from approximately 1491 to the present, and it focuses on how to apply historical thinking skills as students learn about the past. The course has seven themes of equal importance: identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture. These themes provide areas of historical inquiry for investigation throughout the course and require students to reason historically about continuity and change over time and to make comparisons among various historical developments that occurred in different times and places (from The College Board).

Advanced Placement World History
Advanced Placement World History focuses on developing students’ abilities to think conceptually about world history from approximately 8000 BCE to the present and to apply historical thinking skills. There are five themes of equal importance: the environment, cultures, state-building, economic systems, and social structures, and these themes provide areas of historical inquiry for investigation across different time periods and regions. Advanced Placement World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania., and there is a special focus on historical developments and processes that cross multiple regions (from The College Board).

*See individual program of studies courses for additional social studies courses offered at a specific school.
**Course Sequence Options**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Sequence Option #1</th>
<th>Sequence Option #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Physical Science</td>
<td>Physical Science Honors</td>
</tr>
<tr>
<td>10</td>
<td>Biology</td>
<td>Biology Honors</td>
</tr>
<tr>
<td>11</td>
<td>Chemistry, Chemistry Honors, or a Science Elective</td>
<td>Physics, Advanced Placement Biology, or a Science Elective</td>
</tr>
<tr>
<td>12</td>
<td>Physics or a Science Elective</td>
<td>Advanced Placement Chemistry, Advanced Placement Physics, or a Science Elective</td>
</tr>
</tbody>
</table>

*These are typical routes taken by students. Movement between courses and sequences is possible from year to year based on student performance, teacher recommendation, and potential summer coursework. Many CREC schools have additional courses that are specific to their school and theme that are not included in the above chart. Refer to individual school course of study manuals for further information and the prerequisites for these courses.*

**Science**

**Physical Science (Grade 9) and Physical Science Honors**

Physical Science is a course that offers an understanding of how our actions affect the world we live in. Students will acquire a broad foundation in scientific inquiry and will conduct meaningful experiments, including the collection, assessment, and analysis of data; draw conclusions; and report their findings. Topics from both physics and chemistry are covered. Emphasis is placed on concepts of energy, heat, electricity, magnetism, the structure of atoms and their properties, and the formation of chemical compounds. Students will also be asked to explore the impact of humans on the world and environment. Physical Science is required for graduation and is based on the state frameworks and the new CAPT objectives.
Biology (Grade 10) and Biology Honors
Students will gain an understanding of ecology, microorganisms, cells, genetics, DNA, and evolution. The course topics allow students to understand the nature of the living world and their role in it. Emphasis is placed on scientific inquiry and laboratory activities. Students will be able to think and communicate effectively as scientists by the end of the course. Biology is required for graduation and is based on the state frameworks and the new CAPT objectives.

Chemistry (Grade 11) and Chemistry Honors
This course provides an overview of chemical principles and concepts. Students will become familiar with the role and impact of chemicals in health, economic, and social domains. Reading and research is required, as well as application of basic algebra and math. Inquiry-based learning and required hands-on lab activities are integrated into student course work.

Additional High School Science Electives:
Advanced Placement Biology (Grades 10, 11, and 12)
Prerequisites: Successful completion of Physical Science and Introductory Biology. General Chemistry may be required as a prerequisite, or it may be taken concurrently with Advanced Placement Biology. Prerequisites will vary by school building.
Advanced Placement Biology is designed to offer students a solid foundation in introductory college-level biology. The course is structured around four big ideas, enduring understandings, and science practices that assist students in developing an appreciation for the study of life. These practices also help them identify and understand unifying principles within a diversified biological world. The four big ideas include: evolution, cellular processes, genetics and information transfer, and biological interactions. The process of inquiry in science and the development of critical thinking skills is an extremely important part of this course. At the end of the course, students will have an awareness of how others sciences relate to the study of biology. They will also understand how the species to which we belong is similar to, yet different from, other species, and they will be knowledgeable and responsible citizens in understanding biological issues that could potentially affect their lives. This course prepares students to take the Advanced Placement biology exam.

Advanced Placement Chemistry (Grades 11 and 12)
Prerequisites: Successful completion of General Chemistry and Algebra I. Algebra II may also be required as a prerequisite, or it may be taken concurrently with Advanced Placement Chemistry. Prerequisites will vary by school building.
Advanced Placement Chemistry is designed to be the equivalent of a general chemistry course that is usually taken during the first year of college. For most students, the course enables them to undertake, as college freshmen, second year work in the chemistry sequence at their institution, or they can register in courses in other fields where general chemistry is a prerequisite. This course is structured around the six big ideas articulated in the Advanced Placement Chemistry curriculum framework that is provided by The College Board, including structure of matter, properties of matter, chemical reactions, rates of chemical reactions, thermodynamics, and equilibrium. A special emphasis is placed on the seven science practices, which capture important aspects of the work that scientists engage in. Learning objectives combine content with inquiry and reasoning skills. This course prepares the student to take the Advanced Placement Chemistry exam.
Physics (Grades 11 and 12)
Prerequisites: Successful completion of Physical Science, Biology, and Algebra I. Algebra II may be required as a prerequisite, or it may be taken concurrently with Physics. Chemistry, Geometry, and Trigonometry may also be required as prerequisite courses. Prerequisites will vary by school building.
This course is a study of fundamental physics concepts, such as measurement, calculation, and graphing in kinematics (motion) and dynamics (forces); propagation, the conservation of energy and momentum; gravitation and orbital mechanics; heat and thermodynamics; waves; optics; electromagnetic phenomena; and relativity and quantum physics. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, graphical, and communication skills, as well as interdisciplinary approaches to discovery. Concepts and skills will be reinforced with a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals, and the utilization of technology are included.

Environmental Science (Grades 11 and 12)
Prerequisites: Successful completion of Physical Science and Introductory Biology. General Chemistry may be required as a prerequisite, or it may be taken concurrently with Environmental Science. Prerequisites will vary by school building.
This course surveys key topic areas, including the application of scientific process to environmental analysis; ecology; energy flow; ecological structures; earth systems; and atmospheric, land, and water science. Topics also include the management of natural resources and analysis of private and governmental decisions that involve the environment. Students explore actual case studies and conduct hands-on investigative research activities and learn that political and private decisions about the environment and the use of resources require accurate application of scientific processes, including proper data collection and responsible conclusions.

Anatomy and Physiology (Grades 11 and 12)
Prerequisites: Successful completion of Physical Science and Introductory Biology. General Chemistry may be required as a prerequisite, or it may be taken concurrently with Anatomy and Physiology. Prerequisites will vary by school building.
This course provides students an opportunity to explore the intricate and sophisticated relationship between structure and function in the human body. The course offers students an environment to explore topics such as homeostasis, anatomical and physiological disorders, medical diagnosis and treatment, modern and past imaging techniques, biochemistry, cytology, histology, and survey of the remarkable array of body systems that comprise the human body. Laboratory activities reinforce concepts and principles presented in the course and will include several microscopic analyses of tissue specimens and several dissections to accompany the subject matter.

Forensic Science (Grades 11 and 12)
Prerequisites: Successful completion of Physical Science, Introductory Biology, and Algebra I. General Chemistry may be required as a prerequisite, or it may be taken concurrently with Forensic Science. Prerequisites will vary by school building.
This course focuses on the methods for crime scene investigation and is designed to emphasize the laboratory techniques used by forensic scientists in the analysis of crimes and the role of evidence in criminal and civil proceedings. Students will explore methods in fingerprinting, document and handwriting analysis, ballistics, serology, hair and fiber examination, anthropology, botany, and other analytic procedures. The use of DNA analysis for typing and profiling will also be investigated. Case studies and current events will be used extensively along with guest speakers and videos as appropriate. A major component of this class will be the laboratory application of concepts discussed during lecture. This rich, hands-on experience in laboratory will focus on the analysis of evidence that may be found at crime scenes as students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions.

**Earth Science (Grades 9, 10, and 11)**

*Prerequisites: Physical Science may be required as a prerequisite, or it may be taken concurrently with Earth Science. Prerequisites will vary by school building.*

This course explores the foundations of the earth sciences, including Investigation and experimentation; earth’s place in the universe; dynamic earth processes; energy in the earth system; biogeochemical cycles; structure and composition of earth’s atmosphere; and geology. Students will evaluate evidence from experiments and technology used by scientists to understand the nature of the universe and the earth. They will explore how basic interactions of matter and energy control global activity in the atmosphere, hydrosphere, lithosphere, and biosphere. Investigations will focus on the application of fundamental concepts and principles as powerful tools in understanding the interconnectedness of the earth’s systems in decision-making and problem solving.

**Biotechnology (Grades 11 and 12)**

*Prerequisites: Successful completion of Physical Science and Introductory Biology. General Chemistry may be required as a prerequisite, or it may be taken concurrently with Biotechnology. Prerequisites will vary by school building.*

Biotechnology refers to a diverse collection of techniques that use living organisms in relatively novel ways to solve problems or make products. In this course, students study the three major branches of biotechnology: genetic engineering, diagnostic techniques, and cell and tissue growth. Students learn how biotechnology is currently being used in agriculture, medicine, food processing, bioremediation, and energy production. Using techniques, such as vector transfer, microinjection, DNA probes, and fermentation, students learn to use the various instruments and good laboratory skills that are necessary for work in biotechnology and recombinant DNA technology. Students are introduced to hands-on investigative techniques and multimedia labs in this course and use available hardware, software, and the Internet for class projects.

*See individual program of studies courses for additional science courses offered at a specific school.*
Spanish I through Spanish IV Honors

Students enrolled the Spanish program participate in thematic units that promote effective communication and improve oral and written proficiencies through a variety of instructional strategies and authentic assessments. Students become effective communicators in all tenses through purposeful listening, speaking, reading, and writing activities. Using interactive lessons, conversation, technology, games, and culturally rich projects, teachers help promote student engagement. Students experience the history, geography, and cultural perspectives of Spain, Central America, and South America. As students progress through the program, the honors classes will expand their vocabulary and refine specific reading, writing, and listening skills as they participate in advanced, authentic exchanges. They will gradually move from retelling to synthesizing information and creating language. The pace of the honors class allows for topics to be explored in-depth through additional enrichment projects and activities. Non-honors classes will also participate in similar authentic exchanges, but the focus will be on communication. The students will recycle and review vocabulary and grammatical structures as needed through mini-lessons. The expectation is that all students will be comfortable with speaking, reading, listening, and writing in Spanish for extended periods of time and that they are able to communicate their objectives and be understood by native speakers. Students will continue to work on poetry, stories, book excerpts or leveled readers, news articles, and literature where appropriate. The goal is for students to reach the Advanced Placement Spanish Language or Spanish Literature/Early College Experience classes in the 12th grade. These courses should be conducted in Spanish, increasing in immersion times as the levels progress. By Spanish 4, the course will be taught in Spanish.

Spanish V

Prerequisite: Successful completion of Spanish IV

Students enrolled in this advanced course of study will continue to participate in thematic units that promote communication and improve oral and written proficiencies through a variety of instructional activities and authentic assessments. Students will read literature and participate in book clubs and watch short films that lead to discussions and debates about relevant issues. The course is designed for students to practice the skills they need to be successful in Spanish on the SAT and in Advanced Placement Spanish Language or Spanish Literature/Early College Experience classes. These students will review all grammar and vocabulary structures and will focus on refining their verbal and written proficiency and accuracy. This course is conducted in Spanish.

Advanced Placement Spanish Language

Students enrolled in this advanced course of study will continue to participate in the thematic units that are indicated
by the Early College Experience and Advanced Placement programs to promote communication and improved oral and written proficiencies through a variety of instructional activities and authentic assessments. Students continue to refine their effective communication skills through powerful listening, speaking, reading, and writing activities. Students participate in advanced, authentic exchanges of information, helping them to connect their learning to the community in which they live. It also helps them to see the relationship between language, community, and career. Students read selected literary pieces from various countries. Each piece has a different theme, such as the environment, esthetics, communities, technology, heroism, and humoristic perspectives. Through this reading, students augment and refine their proficiency skills in vocabulary and grammatical accuracy. Cultural perspectives from Spanish-speaking countries are thematically woven into the units of study. Students enrolled in this course receive considerable support and challenging practice for the Advanced Placement exam, which is held annually in May. (There is a fee involved.) For the combination Early College Experience/Advanced Placement courses, students will receive college credit for successful completion of the Early College Experience-approved course. Students who pass the Advanced Placement exam with a score of 3, 4, or 5 (the highest) will also receive college credit for the class. This course is conducted in Spanish.

**Spanish and Native Heritage Speakers**
The course is for freshmen and sophomores who are either heritage or native speakers with basic knowledge of speaking, reading, and writing in Spanish. This will meet their Spanish language requirement for one year of Spanish. The class is designed to meet the needs of CREC’s large Spanish-speaking population. Providing students with a heritage learners class will allow them to learn at an appropriate pace and will target their areas of need. It will focus on improving and refining their Spanish skills while also helping them learn reading and decoding skills, which can translate to English and are crucial to the Advanced Placement Spanish test. The course will also focus on building vocabulary using cognates. Varied global interest topics will aid in their comprehension of English. After taking this course, students will be on their way to being fully fluent in both languages. Upon completion of this course, students will continue to Heritage 2, Spanish 3, Spanish 4, Spanish 5, or Advanced Placement Spanish based on teacher recommendation and school offerings. This course is conducted in Spanish.

**Chinese I through Chinese DP**
Students enrolled in the Chinese program participate in thematic units that promote effective communication and improve oral and written proficiencies through a variety of instructional activities and authentic assessments. Students become effective communicators in the present tense through purposeful listening, speaking, reading, or writing activities. Using interactive lessons, conversation, technology, games, and culturally rich projects, teachers help promote student engagement. Students build upon their effective communication skills through purposeful listening, speaking, reading, and writing activities. Students participate in authentic exchanges of information, such as describing school life, inquiring and offering directions, describing medical symptoms and injuries, and discussing travel plans. Students learn to communicate in all tenses, and they continue to experience the history, geography, and cultural perspectives of China.

*See individual program of studies courses for additional world language courses offered at a specific school.*
**Capstone (Grade 12: 1 year or 1 semester course)**

All 12th-grade students will enroll in the Capstone course. This course is designed to be a cumulative experience of a student’s high school years, and it demonstrates in-depth learning in a variety of ways. Students have the opportunity to use their personal interests, abilities, skills, and special talents to create and present authentic projects. These projects are research-based and offer students the chance to demonstrate their knowledge and understanding of their chosen topic. Students also demonstrate the essential skills necessary for a student to graduate from high school. The Capstone project requires each student to choose a research topic and research question, write a proposal, conduct extensive research on a chosen topic, design and bring the topic to fruition, and publically and formally present the findings to a panel of faculty, community members, and students.

**Financial Literacy and Personal Finance**

Financial literacy prepares students for successful management of their personal finances by helping them to make informed choices as consumers, producers, and citizens in a global society. The course will provide students with the knowledge, skills, attitudes, and behaviors associated with the management of family economics and financial education. Students will learn how to set long- and short-term personal and financial goals; create and work with a personal budget; identify how and when to use credit; save, invest, and understand the basics of banking services. Other topics that will be examined include how to rent an apartment and purchase a car. The use of cooperative learning, writing, and student presentations will be emphasized. The course will meet the career and life skills requirement of Connecticut’s plan for Secondary School Reform.

*See individual program of studies courses for additional college and career readiness courses offered at a specific school.*
College and Career Readiness

www.crecesschools.org
**English Language Arts and Social Studies**
- [www.read.gov](http://www.read.gov) A variety of free teen reading resources to explore and enjoy
- [www.free.ed.gov](http://www.free.ed.gov) More than 1,600 learning resources organized by subject: art, history, language arts, math, science, and others
- [www.readcentral.com/](http://www.readcentral.com/) More than 10,000 free online books, quotes, and poems
- [http://memory.loc.gov/ammem/](http://memory.loc.gov/ammem/) An archive from the U.S. Library of Congress section on American memory
- [http://www.ourdocuments.gov/](http://www.ourdocuments.gov/) Images of the original documents from the U.S. Declaration of Independence to the patent for the cotton gin
- [http://www.hplct.org/](http://www.hplct.org/)
- [http://video.pbs.org/](http://video.pbs.org/) Award-winning documentaries, including current episodes from Nova and Nature, and archived videos
- [http://www.history.com](http://www.history.com) Video clips and full-length shows on history topics from Ancient China to the Vikings and Watergate.

**Science and Math**
- [www.nasa.gov/audience/forstudents/index.html](http://www.nasa.gov/audience/forstudents/index.html) NASA developed site with all you need to know about the space program and aeronautics
- [http://www.techtrekers.com/secsci.htm](http://www.techtrekers.com/secsci.htm) A rich variety of high school science sites
- [http://www.physicsclassroom.com/](http://www.physicsclassroom.com/) An online interactive tutorial of basic physics concepts
- [http://www.exploratorium.edu/](http://www.exploratorium.edu/) Interactive online exhibits and exhibitions, activities, and science news
- [http://www.scientificamerican.com/](http://www.scientificamerican.com/) Latest news and features on science issues that matter, including earth, environment, and space
- [www.desmos.com](http://www.desmos.com) Desmos is an online graphing calculator that can help students make connections between graphs and equations that they learned in class. The program is very intuitive and comes with “how to” videos. Don’t have a computer handy? Download the Desmos app on your tablet or smartphone.
- [illustrativemathematics.org](http://illustrativemathematics.org) Provides guidance around the new math standards taught with sample tasks and activities to help illustrate what students are expected to know and be able to do
- [www.ixl.com](http://www.ixl.com) Provides students with additional practice on topics taught in CREC’s schools and topics that students may need extra help with
- [http://springboardprogram.collegeboard.org/](http://springboardprogram.collegeboard.org/) Serves as the main resource for CREC mathematics in grades six through 12. Each CREC student has a password to enter the site, which provides access to an online version of their textbook, additional resources, and practice problems.
- [http://illuminations.nctm.org/](http://illuminations.nctm.org/) Activities and resources for mathematics for all grade levels
- [www.watchknowlearn.org](http://www.watchknowlearn.org) A catalog of educational videos that can be searched by topic or grade level
- [www.shodor.org](http://www.shodor.org) A national resource for computational education with links for college and career readiness and STEM resources
- [mathforum.org](http://mathforum.org) Maintained by Drexel University, resources organized for kindergarten through grade two, grades three to five, grades six through eight, and grades nine through 12
- [www.khanacademy.org/](http://www.khanacademy.org/) Learn about math, art, computer programming, economics, physics, chemistry, biology, medicine, finance, history, and more by working at your own pace in online courses and interactive exercises
**Fitness and Health**
- [http://www.choosemyplate.gov/](http://www.choosemyplate.gov/) Nutrition
- [http://www.fueluptoplay60.com/](http://www.fueluptoplay60.com/) Nutrition and physical activity
- [https://www.aids.gov/](https://www.aids.gov/) HIV and AIDS
- [http://sleepfoundation.org/sleep-topics/children-and-sleep](http://sleepfoundation.org/sleep-topics/children-and-sleep) Sleep and children
- [http://sleepfoundation.org/sleep-topics/teens-and-sleep](http://sleepfoundation.org/sleep-topics/teens-and-sleep) Sleep and teens

**General**
- [http://www.brainpop.com/](http://www.brainpop.com/) Animated education in science, social studies, English, math, engineering, health, art, and music
- [http://freerice.com](http://freerice.com) A free online game and learning tool that allows players to fight world hunger while learning through educational, multiple-choice games
- [http://powermylearning.com/](http://powermylearning.com/) Easy access to thousands of the best free online learning activities that can propel student achievement in all major subjects, including math, English language arts, science, social studies, and more

**Preparing for College**
- [http://www.collegeboard.org/](http://www.collegeboard.org/) Official college planning and preparation tools for parents and students
- [http://www.nacacnet.org/studentinfo/Pages/Default.aspx](http://www.nacacnet.org/studentinfo/Pages/Default.aspx) College planning tools and resources from the National Association of College Admission Counseling
- [http://www.imfirst.org/](http://www.imfirst.org/) An online community founded by the Center for Student Opportunity to provide first-generation college students with support, advice, and encouragement on the road to and through college
- [http://inlikeme.com/](http://inlikeme.com/) Information about college admission; university searches; and SAT, ACT, financial aid, and scholarship information, advice, and resources
- [http://www.firstinthefamily.org/](http://www.firstinthefamily.org/) Practical advice and lessons learned by high school seniors and college students who have made it to college
- [http://www.knowhow2go.org/](http://www.knowhow2go.org/) A step-by-step guide to help middle and high-school students start planning for college now
- [http://www.questbridge.org/index.php](http://www.questbridge.org/index.php) A single, Internet-based meeting point that links exceptional students with colleges, scholarship providers, enrichment programs, employers, and organizations seeking students who have excelled despite obstacles