



HIGH SCHOOL COURSE CATALOG 2023-2024

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Introduction

The Girard College mission and vision provide the foundation for our daily work. All aspects of the school program – academics, residential, counseling, athletics, arts, extracurricular activities, support services – intentionally aim to develop our students holistically for an ever-changing world. To ensure that our program remains relevant, school leadership frequently gathers input from various stakeholders to craft a strategic plan to reach our goals. Based on this input we have decided to restructure our High School in order to provide students with a curriculum and coursework that provides an exceptional academic program in an atmosphere that sets the highest of academic and personal standards. At GCHS our classrooms promote our core values by developing independent thought, encouraging students to voice individual opinions, and trust that students will listen to and value one another's opinions with compassion. Cooperative discussions, one-on-one conferences with faculty, and individual work encourage students to think and perform independently and to solve problems in innovative ways.

The coursework of the High School empowers students to see their community through a global lens and to craft thoughts that come from evidence based analysis. Information literacy skills — the ability to locate, evaluate, and use information critically — are taught in the context of effecting change in our communities through project-based learning. We want students to develop deep empathy so our curriculum emphasizes student voice so students can make meaning of their learning in authentic ways. Courses in the arts are required, as we believe that creativity is an important complement to analytic thinking and value its role in all aspects of life. Varied elective and advanced course offerings, enhance our course offerings to prepare students to be cutting-edge 21st century leaders. In addition to the core academic curriculum, every student must take courses in health and fitness to promote wellness and the mind-body integration essential to adolescent development. The goal of the academic program is to provide students with the tools and opportunities they need to be critically engaged and active changemakers in our society.

Central to the Girard College program is the development of each student's core values. We have intentionally broadened our course offerings so that we can provide students with learning opportunities that open up their world view and encourage tackling societal issues with respect, responsibility, courage, compassion, and integrity. We expect high school students to do the right thing because of its own merit, because it will benefit the whole and not just the individual. Perhaps the biggest shift for students when they transition to high school is that responsibility is placed primarily on the students. Over the four years of high school, students are taught skills and given opportunities to become more independent so they can succeed after they graduate.

Girard College asks students to define success differently than most other high schools. While personal goals can be intrinsically motivating, research consistently shows that people who help others experience lives of greater fulfillment. Our core values guide daily interactions and greater acts of service. While the core values are crucial to our school community, our vision demands that we turn them to the larger world. The Girard College program is carefully designed so that our coalition of students, families, practitioners, and community partners lead meaningful change that is locally

relevant and globally informed. The Social Impact program takes a rigorous academic approach to our service-learning program and partners students with mission-driven organizations.

To achieve this ambitious vision, Girard College has partnered with Global Citizen to launch Campus for the City. Global Citizen is a non-profit organization founded in 1995 to promote, lead and advance social justice efforts through ongoing civic engagement among diverse groups. Global Citizen programs include the annual Greater Philadelphia Martin Luther King Day of Service, the oldest and largest King Day event in the nation and year-round initiatives.

Over the past twenty-five years, more than two million volunteers have participated throughout Pennsylvania, New Jersey, and Delaware, with many projects serving as a springboard to ongoing civic engagement. Building on over a decade of collaboration, this initiative aims to increase our collective impact in the greater Philadelphia region by inspiring and preparing the next generation of change agents as they support the efforts of community organizations. By transcending the boundaries of school, students contribute authentically to the work of mission-driven organizations. Rigorous curriculum will spark deep and sustaining learning as students contextualize local issues into a global framework. Expanding beyond service-learning, Campus for the City will develop students through academic inquiry, civil discourse, and social activism to understand and impact the world.

Graduation Requirements

Students are required to take classes across a variety of disciplines to ensure a well rounded education and to graduate. At GCHS classes that run a double period year-round will earn 2.0 credits, a class for a double period one semester earns 1.0 credit, and a period class for one semester earns .5 credit.

Students are required to receive 25 credits to graduate. Differentiation and choice are built into the core curriculum, but students can take electives to meet graduation requirements. Participation in arts, athletics, or community service can also count as credits.

- English: 4 credits
- Math: 4 credits
- Science: 4 credits
- History: 4 credits
- World Languages: 3 credits
- Physical Education & Health: 1 credit
- Fine Arts: 1 credit
- Performing Arts: 1 credit
- Community Service: completion of Social Impact program during the senior project
- Athletics: 4 years of participation in at least one season of competitive sports

Postsecondary Support

In far too many cases in the US, barriers prevent students from reaching their postsecondary goals, and this is especially true for students from underestimated, marginalized communities. We are proud that the Office of Postsecondary Success (OPS) works to dismantle these obstacles so that all Girard

College students have the opportunity to find their unique path in life. We are committed to providing students and families with the tools, resources, and guidance they need to achieve their goals.

The OPS is led by our College and Career Advisor, Erica Perez, and our Director, Chris Horne, and we multiply the opportunities available to students by working particularly closely with the Postsecondary Navigator (Cara Seker), Academic Counselors (Jonathan Wilson and Lindsay Marks), and Family Engagement Association (La-Tonya Williams-McLauren). Through collaboration, every student in grades 8-12 will engage in postsecondary readiness programming every school year.

Our work includes the following, in addition to other events each year:

- One-on-one advising for students and families in any grade level, focusing on goal setting, scholarships and financial aid advising, and postsecondary applications
- Workshops for grades 9 and 10 focused on postsecondary readiness
- Seminar classes for grades 11 and 12 focused on college, trade school, military, and workforce preparation
- Visits to trade schools, colleges, and other postsecondary programs
- Panels of young alumni sharing their experiences after high school
- SAT prep courses for 11th graders
- On- and off-campus college and trade school fairs, as age-appropriate for grades 8-12
- Dual enrollment courses at area colleges

Additionally, the OPS oversees several formal and informal partnerships. Our formal partners include Posse Virtual, Greenlight Match, and Inkwiry Personal Finance. Our informal partners include Norris Square Community Alliance, Esperanza College, Community College of Philadelphia, Temple University, and Villanova University.

In the Office of Postsecondary Success, we empower students to set and reach their own unique goals. Every student deserves to pursue the path that's right for them, whether that includes attending college or trade school, enlisting in the military, or entering a cutting-edge workforce credentialing program. Together with the Girard community, we work to make dreams a reality.

Scheduling Process

Class scheduling takes place each spring. Students will have the ability to chart their own learning path within our current class offerings. When students schedule classes they will work with their advisors and counselors to choose classes that interest them and ensure that they accomplish their graduation requirements. Our open scheduling model will allow students to work ahead in disciplines like Math and Science so students can take more advanced courses in their junior and senior years. Once students submit their requests for courses, final approval lies with our Academic Counselor, Assistant Principal, and Principal to ensure class sizes remain small and students have equitable access to courses.

Students will be notified of their final schedules by August 1st. If a new course is offered for the school year that was not available in the spring semester, students will have the opportunity to select that

course in the fall. Final enrollment will be determined by class size limitations, graduation requirement fulfillment, and seniority.

Bell Schedule

Period 1 (41 min)	8:15 - 8:56	Lunch (45 min)	11:23 - 12:08
Period 2 (41 min)	8:56 - 9:37	Period 5 (41 min)	12:08 - 12:49
Advisory (15 min)	9:40-9:55	Period 6 (41 min)	12:49 - 1:30
Period 3 (41 min)	9:58 - 10:39	Period 7 (41 min)	1:33 - 2:14
Period 4 (41 min)	10:42 - 11:23	Period 8 (41 min)	2:17 - 2:58

Grading

To ensure equitable grading practices across disciplines and teaching staff we are adopting a uniform grading framework. Student success, achievement, mastery of learning, and mental health is at the center of our work as educators, implementing uniform grading expectations is one way to ensure accuracy, bias-resistance, and intrinsic motivation.

Grading Category	Weight	Types of Assignments	# of Assignments per Quarter
Formative	40%	Quizzes, Classwork, Homework, etc.	12-14
Summative	60%	Tests, Projects, Essays, Performances, etc.	3-4

Grade Range and Grade Point Average (GPA)

Grade Point Average Calculations			
Letter Grade	Grade Range	Standard GPA	Advanced Placement and Dual Enrollment GPA
A+	97 - 100	4.3	5.3
A	93 - 96	4.0	5.0
A-	90 - 92	3.7	4.7
B+	87 - 89	3.3	4.3
B	83 - 86	3.0	4.0
B-	80 - 82	2.7	3.7
C+	77 - 79	2.3	3.3
C	73 - 76	2.0	3.0
C-	70 - 72	1.7	2.7
D+	67 - 69	1.3	2.3
D	65 - 66	1.0	2.0
F	64 and below	0	0

Grade Level Status

In order to be promoted to the next grade level students must accumulate the following credits by the end of each grade level:

- 9th - 5 credits
- 10th - 11 credits
- 11th - 17.5 credits
- Ready to Graduate - 25 credits

If a student does not earn enough credits to advance to the next grade they must retake the course during the next semester the course is offered. Once the student earns the appropriate number of credits their status will be updated in our SIS. A student may not take the same course more than twice in order to recover missing credits. If the student fails the course a second time they will be referred to a credit recovery program.

Senior Project

The purpose of the Senior Project is to assess student achievement concerning the college's mission and core curriculum. This capstone project is a culmination of all the knowledge and skills accumulated by students during their years attending Girard College. The experience will challenge students to use their ability to critically think, write, speak, apply their knowledge and creativity, problem solve, and practice the life skills of time management. Students will make connections between a subject which inspired them in high school, and further expose the student to a field of study or occupation, which they may pursue in the future.

Dual Enrollment and Out-of-School Enrichment Programs

At Girard College, students are eligible to apply for experiences outside of Girard that provide meaningful growth opportunities. Those may include dual enrollment courses or out-of-school enrichment programs.

Dual enrollment consists of courses offered by colleges and universities. Students may apply directly to these programs and if they are accepted, may be eligible to participate depending on their Girard schedule of classes and after-school commitments. Students may only take classes While students are not limited to the examples listed here, recent programs include:

- University of Pennsylvania
- Esperanza College
- Temple University
- Community College of Philadelphia

Dual enrollment courses are actual college classes, and therefore students should be prepared to take on a significant additional course load. College courses cover the equivalent of two semesters worth of high school content in one semester, and while the work varies by class, professors take a student's commitment to the program seriously. In addition to travel time and class time, students should anticipate an additional 4 hours of coursework per week.

Students who enroll must be prepared to complete the entire program and meet all expectations outlined by the program. In the rare instance that a student wants to drop a class, it must be done within the “add/drop” window provided by the college. After that, dropping a course results in additional consequences like appearing on the student’s transcript from that college (if they take another course there) and potentially prohibiting them from taking a course at that institution the following semester. In addition to any policies provided by the college, Girard reserves the right for the same prohibition.

Earning credit: Please be advised that dual enrollment courses can sometimes count for high school credit, sometimes count for college credit, and sometimes both. To earn credit at Girard, Courses that Girard does not offer... and that we cannot guarantee that a college will accept a credit if it counted for both high school and college.

Out-of-school enrichment consists of programs that may or may not count for college credit but are regularly-occurring, are run by professionals, and provide meaningful growth opportunities. Typically these are hosted by community-based organizations. While students are not limited to the examples listed here, these are examples of recent programs:

- Young CEO Entrepreneurship offered at Norris Square Community Alliance
- Workforce Readiness offered at Norris Square Community Alliance
- BizCamp Entrepreneurship Spring Program

For both dual enrollment and out-of-school enrichment, programs must either be offered online or within 5 miles of Girard. Any additional programs that arise throughout the school year will be publicized to students, but students should feel empowered to seek programs on their own as well.

Girard will provide transportation directly from Girard to the dual enrollment and out-of-school enrichment programs, and directly back to Girard. Students may not make additional stops on their way to or from their class, and students are responsible for their own transportation on non-school days, such as holidays, summer and spring breaks, and weekends.

To be eligible for dual enrollment or out-of-school enrichment, students must:

- Be accepted by a program located within 5 miles of Girard or offered online
- Inform the Academic Counselor of their acceptance
- Have a caregiver attend an informational meeting hosted by Girard and provide written consent of participation
- Commit to completing the entire course or program
- Attend meetings every other week with the Academic Counselor. These meetings are designed as supportive check-ins to help ensure success.
- Clear their calendar of other obligations that may interfere with this commitment, such as but not limited to sports practice, games, clubs, tutoring, and employment
- Inform their professor of any conflicts with classes, such as but not limited to Girard’s break, which may not align with the college’s breaks
- Sign a contract committing to all the above

Upon completion of all requirements, the final decision about a student’s participation will be made by Girard leadership. (Students must have earned a minimum of 11 credits to be eligible for dual enrollment courses.)

Add/Drop

Students may add/drop a course within the first two weeks of each semester. At the end of the second week of the semester classes are final and students may not drop a class unless there are severe extenuating circumstances (ex. Medical reasons, graduation requirement, dual enrollment changes, other circumstances approved by the Principal.)

To request a change in schedule students must make an appointment to meet with the Academic Counselor in the High School to discuss the request. Final approval for a class drop will be made in collaboration with the student, counselor, and family. If the class change is approved, the Academic Counselor will make the request to formalize the switch in our SIS.

Withdrawing From a Class

Seniors must be aware if they have already submitted their transcript to a postsecondary school and then intend to withdraw from a course that will impact your school record. The following indicates the effect of withdrawing from a class per marking period:

Semester Classes	
Marking Period	Effect on Student Transcript
1st, 3rd	Course does not appear on Transcript
2nd, 4th	WF (Withdraw Failing) regardless of performance. For a semester-long class once the first marking period of the course has been completed the course is halfway complete, thus warranting a WF if a student drops the course after that threshold. A numerical grade not to exceed 59 will be assigned and will be calculated in determining the yearly and cumulative numerical average and class rank of the student. Subject to approval from the Assistant Principal of Instruction.
Year-Long Classes	
Marking Period	Effect on Student Transcript
1st, 2nd	Course does not appear on Transcript
3rd, 4th	WF (Withdraw Failing) regardless of performance. For a year-long class once the first semester has been completed the course is halfway complete, thus warranting a WF if a student drops the course after that threshold. A numerical grade not to exceed 59 will be assigned and will be calculated in determining the yearly and cumulative numerical average and class rank of the student Subject to approval from the Assistant Principal of Instruction.

Course Descriptions

English

The English and Language Arts department at Girard College seeks to prepare students for a world of fast-paced communication and information. As students progress through the ELA curriculum, they will continue to gain mastery of vocabulary, grammar, literary devices, speaking and listening, and technology. In our ELA classrooms, students work to become critical thinkers, as well as strong, informed readers and writers. We prioritize learning through whole class instruction, small group and individual exploration through novels, as well as essays, news articles, and multimedia texts.

English I | Required Spring '24 | Grade 9 | 1 Credit

English I students will be focusing on the reading of American literature, the exploration of diverse literary short stories, critically analyzing novels like Draper's "Romiette and Julio," and ending with "The Odyssey." Other mediums, such as essays, articles, and multimedia text, will also be incorporated into the work to encourage mastery. Along with reading, students will also be practicing reading comprehension, grammar, vocabulary, and different styles of writing (creative, argumentative, compare and contrast, reflective, and etcetera).

English II | Required | Fall '23 | Grade 10 | 1 Credit

English II students will be exploring a wide range of literature and literary genres. This will mainly incorporate gothic literature and narrative writing, the analysis of rhetoric in speech and literature, and the thematic exploration of Shakespearean and Greek plays. Depending on the nature of the unit, students will be enjoying novels such as Kafka's "The Metamorphosis," and short stories like "The Fall of the House of Usher, and Maya Angelou's "I Know Why The Caged Bird Sings." In addition, they will also be analyzing different plays, such as Oedipus the King, and Shakespeare's The Tempest.

English III | Required Spring '24 | Grade 11 | 1 Credit

Building upon the skills and content knowledge of the 9th and 10th grade curriculum, students are encouraged to apply themselves to an exploration of freedom, fear, justice and advocacy in the context of American Literature. Importantly, students will encounter political texts which are considered essential to the function of our society and will practice literacy skills to appreciate the impact of the words they contain. Considering the vast changes which have occurred over the course of American history, students will learn to consider how historical context shapes literature and culture. Students will both celebrate and critique diverse American voices and shape their own voice, engaging wisely with the world as 21st century citizens.

English IV | Required Fall '23 | Grade 12 | 1 Credit

The English language was one of the British Empire's greatest tools and most significant cultural products. While literature and communication always represent opportunities for human connection, the spread of the English language is part of a history of conquest, suffering and inequality. In this course, students will reinforce English language skills and seek to understand the impact of works written in the English language globally throughout history. Students will examine themes such as

heroism, race, class, colonialism and individualism to form a unique perspective as global citizens who can communicate values and beliefs for themselves and their communities.

Introduction to Film Studies | Fall '23 | Grades 9-12 | .5 Credit

Have you ever wondered why some movie directors decide to make the most popular movie franchises based on novels, books, comic books, or even video games? What goes on in their head when they choose other actors/actresses over others, or why do they add or remove certain scenes? How does that change the audience's interpretation of the material from the original source to media source? Intro to Film Studies is a hybrid course. This means students will be expected to read/watch specific clips or text before class so that we can have a fruitful discussion in person. This is for the student that loves to ponder these questions about movies, or is also interested in learning more about the formal aspects of filmmaking, such as editing, mise-en-scene, editing, actor/actress choice, and sound. We may look at a variety of fiction films/media genres, such as I am Legend, The Lightning Thief, Forrest Gump, and The Great Gatsby. Students will reflect on their reactions to film versus print text/movie screenplays, watch selected film clips to evaluate how filmmaking techniques inform an audience, and be prepared to discuss these different techniques in class. By the end of this course, students will be able to formally write essay-length film reviews (or create presentations) that demonstrate their own interpretation about each piece.

Speculative Fiction: Fantasy and Science Fiction Media | Fall '23 | Grades 10-12 | .5 Credit

Fantasy! Mythical characters adventuring through an ancient world full of magic and mystery. Science Fiction! Characters surviving in a frightening, futuristic world which feels eerily true to life. With such different priorities and focuses, what do these genres have in common? Some scholars place them within the "speculative fiction" category because they treat the impossible or unexplainable as reality in order to entertain us, but also to comment on the real world. No matter what the author's aim, at some point during a Fantasy or Science Fiction text you will need to *suspend your disbelief* and give yourself up to the unbelievable! This course will encourage collaboration and creativity to explore the fantasy and science fiction genres across various media formats (literature, TV and film, video games, etc.). Students will have independent opportunities to investigate a piece of fantasy or science fiction media. Students will also build their own "speculative" world where they can explore themes and philosophies from their everyday lives.

Creative Writing | Spring '24 | Grades 9-12 | .5 Credit

We can find stories everywhere. They can be found every time we have a conversation with someone else, in daydreams we have in the doctor's office, or in that one mysterious dream we forget the next morning. Maybe it's the hilarious moment that lives in our head rent-free and keeps us laughing every time we even think about it. Maybe you are the story. In this Creative Writing course, authors will focus on the production of original work in different mediums, such as short stories, plays, online blogs, comic strips, and poetry. We will be doing a number of activities that will involve writing inside and outside of the classroom, in-class peer evaluations, and writing workshops. There will be specific deadlines that will be set, and composition conferences that students will be responsible for setting up on an individual basis. By the end of this course, students will be able to develop a professional e-portfolio with carefully curated work.

Mass Media and Society | Spring '24 | Grades 10-12 | .5 Credit

So often, people blame “the media” for the harmful things we witness in society. Sometimes this blame is not entirely wrong, but in the modern world “the media” and society are hard to separate. Why? Because every time an individual likes a tweet, comments on a YouTube video or creates a TikTok, they are contributing to “the media.” Mass Media describes any type of communication designed to reach a large audience. This means books, newspapers and magazines, radio, tv and movies, video games, social media and other forms of online communication. This course is designed as an opportunity for students to explore how society has developed these technologies of mass communication and how the technologies have, in turn, shaped our society. Students will investigate the development of technologies in groups and consider the ethical and moral dilemmas of mass media in class discussions and debates. Independently, students will develop skills to analyze various forms of media effectively and critically with the aim of becoming wise consumers and communicators through media.

Mathematics

Mathematics is an integral part of a student's experience here at Girard College. Students are taught using instructional strategies that include hands-on learning, inquiry-based teaching, conceptual understanding, direct and indirect instruction, data-driven small group stations/centers, and real-world applications of math concepts and skills. All students' mathematical learning will embody the concepts that engagement in mathematics is essential, and that decision-making, risk-taking, cooperative work, perseverance, self-assessment, and self-confidence are frequently keys to success. All students will be evaluated using a diversity of assessment tools and strategies to provide multiple indicators of the quality of every child's mathematical learning and of overall program effectiveness.

Algebra I | Required Fall '23 | Grade 9 | 1 Credit

This course features interwoven strands of algebra and functions, statistics and probability, geometry, and discrete mathematics. Each of these strands is developed within focused units connected by fundamental ideas such as symmetry, functions, matrices, data analysis, radicals, and curve fitting. Mathematical connections between strands and ways of thinking mathematically that are common across strands are emphasized. These mathematical habits of mind include visual thinking, recursive thinking, searching for and explaining patterns, making and checking conjectures, reasoning with multiple representations, and providing convincing arguments and proofs. This course also focuses on strengthening students' computational skills in solving equations, and graphing linear equations. Graphing calculators will be used in this course where applicable.

Geometry | Required Spring '24 | Grades 9 & 10 | 1 Credit

Geometry exposes students to topics in Euclidean geometry and to logic with deductive proofs. Students study polygon properties and theorems (especially triangles), circles, congruence and similarity, trigonometric ratios, and areas and volumes. Students work with compass and straightedge constructions as investigation tools and proof verification. A variety of algebra skills are also reviewed. Student projects on various topics are included as part of their assessment. Geometry stresses depth of coverage of applications, problems, and proofs. Strong Algebra I skills and a desire to be challenged

are required, therefore, as well as the ability to work independently, creatively, and with genuine interest on difficult problems.

Algebra II | Required Fall '23 | Grade 11 | 1 Credit

Prerequisites: Successful completion of Algebra I and Geometry

This course begins with a review of Algebra I topics and introduces the following new topics: matrices, complex numbers, exponential and logarithmic functions, conic sections, higher degree polynomial functions, sequences and series, and trigonometry. This course is required for students who are planning to attend most post-secondary institutions. Algebra II is a continuation of the algebraic processes begun in Algebra I. This course includes solving equations, inequalities, matrices, graphing, functions, powers, roots, logarithms, complex numbers, polynomials, quadratic relations, sequences, series, probability and statistics. Appropriate technology is integrated into the curriculum.

Pre-Calculus | Required Spring '24 | Grade 11 & 12 | 1 Credit

Prerequisites: Successful completion of Algebra II

Pre-Calculus, as its name indicates, is designed to prepare you for Calculus, either in high school or college. Topics include understanding algebraic and polynomial functions, exponential and logarithmic functions, and conic sections. Students will also study applications of trigonometry, trigonometric identities and equations, mathematical induction, and the concept of limits. In addition to content mastery, the course goals are to further develop students' problem solving and critical thinking skills. The difficulty level of the material increases significantly throughout the semester. Students should be prepared to be challenged and work hard. Students are encouraged to form study groups with peers, practicing beyond daily assignments in an effort to master skills. Technology will be incorporated throughout the curriculum.

Fun Topics in Math | Spring '24 | Grades 11 & 12 | .5 Credit

Prerequisites: B+ or better in Algebra I or completion of Algebra II

This course will take a look at various interesting topics in math including an introduction to Game Theory and Logic. In this class we will work to study various board games and discuss strategies for success. Brainstorm to develop a board game using basic theory. We will look at various puzzles, brain teasers and mind benders to help recreate some of how you think. We will then create new ones. This course is designed to bend your mind to think differently and have a fun look at some mathematical concepts. The class will be assessed based on understanding of concepts discussed and various projects throughout the course.

Personal Finance | Spring '24 | Grades 11 & 12 | 1 Credit

Personal Finance gives students the knowledge and skills necessary for making informed decisions about real world financial issues. Students can expect to learn about a variety of topics including money management, borrowing and credit, earning power, investing, financial services, and insurance. Students will be assessed by project-based learning assessments, experiential learning assessments and traditional classroom assessments.

Science

The Girard College high school science department strives to provide a rigorous and in-depth look at life from the microscopic to macroscopic. From atoms to ecosystems, students will gain fundamental skills that will prepare them to be active stewards in their communities. The department also offers opportunities for advanced placements in various fields of science that will give an advantage to students looking to pursue higher learning or careers in healthcare and science fields. Teachers in this department are continually and actively offering opportunities with partners beyond the college for experiences that uniquely fit specific passions and interests of our students.

Environmental Science | Required Fall '24 | Grade 9 | 1 Credit

Throughout this inquiry-based class, students will investigate and explore how nature sustains life and our role as humans interacting with the natural world. Environmental Science is a macroscopic scale of life science that will introduce concepts important for Biology and Chemistry. Students will analyze the cause and effect of major environmental problems, as well as discuss possible solutions to understand the advantages and challenges of sustainability. By learning about environmental stewardship, students will gain a picture of the delicate balance of Earth's ecosystems and how people can impact meaningful change. This class will be collaborative on a daily basis whether through conducting labs, problem based projects, or going on field trips each student should be prepared to contribute their perspective and thoughts.

Biology | Required Spring '24 | Grade 10 | 1 Credit

Prerequisites: Successful completion of Environmental Science

Students will discover, from micro to macro biology, the nuances that cover the scientific field of living things. You will practice hands on skills, strengthen critical thinking, scientific reasoning, decision making, problem solving and analytical reasoning skills. Cell biology, genetics, biochemistry and ecology are topic areas. Student motivation to do preparatory work, including reading assignments, will contribute to success in this course. The expectation is that students come to class with prior knowledge of the topic so we can spend time together doing experiments and applying the information learned.

Chemistry | Required Fall '23 | Grade 11 | 1 Credit

Prerequisites: Successful completion of Environmental Science & Biology

Chemistry is the study of matter which makes up all living things and the universe we live in. In this introductory course we will examine the properties of matter and how it behaves in chemical reactions. Foundational topics covered will include atomic structure, the periodic table, chemical bonding, basic chemical reactions and stoichiometry. This course is recommended for those interested in careers in chemistry, biology or healthcare. Students will be assessed through quizzes, exams, labs and hands-on projects.

AP Biology | Year-long '23-'24 | Grades 11 & 12 | 2 Credits

Prerequisites: Successful completion of Biology & Chemistry or currently enrolled in Chemistry (exemption made for '23-'24 school year only).

AP biology is an introductory college-level course in biology. There are four main ideas that will be explored throughout the course: evolution, cellular energetics, genetics and biological systems. This will be a rigorous course. Students should expect regular homework, reading, projects, labs and exams. This course is open to any student, but recommended for those interested in science or medical professions. However, spots are limited. In order to be eligible for this course; students will need to complete an application and receive a teacher recommendation. Students will be chosen for this course following the review of their application. Upon successful completion of this class students will be able to take the AP exam.

Human Anatomy and Physiology | Spring '24 | Grades 11 & 12 | 1 Credit

Prerequisites: Successful completion of Biology

The focus of this course is to provide an introduction and overview of the structure and function of the human body. That means this course is all about you! Together we will examine the components of each organ system of the body and explore how these systems function in healthy and diseased states. This course will also cover understanding and practicing the use of anatomical and physiological terminology and bioethics topics as preparation for advanced biological studies or careers in the medical or research fields. Students will be assessed through quizzes, exams, labs and hands-on projects.

Introduction to Horticulture | Spring '24 | Grades 10-12 | 1 Credit

Love plants, being outdoors, environmental topics or just getting your hands dirty? This course will give you an opportunity to learn the basics of garden safety, composting, plant nutrition, soil science, landscaping and even pest control all through hands-on experience. Students will help manage the Girard garden and greenhouse. Assessments for this course will be mostly through projects

S.T.E.A.M | Fall '23 & Spring '24 | Grades 9-12 | .5 Credit

This course provides students with an exciting opportunity to delve into the worlds of Science, Technology, Engineering, Art, and Math. Throughout the course, students will engage in project-based and experiential learning, honing their critical thinking, creativity, and problem-solving skills. Topics covered in the class include the engineering design process, programming, 3D printing, robotics, math in the real world, and principles of art and design. Students will work collaboratively in teams to solve problems and build prototypes, utilizing a variety of technology tools such as 3D printers, coding software, and robotics kits. Assessment will be based on individual and group projects, presentations, exams, and teamwork skills. This course is ideal for students who are curious about the intersection of STEAM and eager to explore these fields in a dynamic and engaging way.

History

Girard College's history department is committed to the belief that studying the past is a powerful method of dismantling systems of oppression in the United States and abroad. Our primary objective is to equip students with a comprehensive understanding of the intricate nature of the contemporary world, the significance and richness of its past, and the diverse communities and customs that have molded it. We prioritize teaching students how to read critically, listen respectfully, conduct research and analysis, write and speak thoughtfully. Moreover, the department aims to inspire students to relish

the thrill of discovery that accompanies thorough investigation and provides them with a diverse range of opportunities to challenge their preconceptions and broaden their perspectives by listening to various viewpoints.

World History | Required Spring '23 | Grade 9 | 1 Credit

In World History students will be exposed to various forms of worldly historical content through use of primary & secondary sources. Students can expect to analyze, evaluate, and be encouraged to form their own opinions, as well as, draw their own conclusions about past and current events. Topics that will be covered during this course include (but are not limited to) origins of civilization, the ancient Middle East and Egypt, Ancient India and China, The Americas, Ancient Greece, Ancient Rome, Medieval Christian Europe, The Muslim World and Africa, civilizations of Asia, the Renaissance and Reformation, New Global Connections. Students will regularly be assessed on their ability to analyze, evaluate, and retain the information covered throughout the different topics of this course.

US History | Required Fall '24 | Grade 10 | 1 Credit

In U.S. History students will be exposed to various forms of historical content through use of primary/secondary sources. Students can expect to analyze, evaluate, and be encouraged to form their own opinions, as well as, draw their own conclusions about past and current events. Topics that will be covered during this course include (but are not limited to) America's Cultural Roots, England's American Colonies, the American Revolution, Establishing the New Nation, the Early Republic, Reshaping America in the Early 1800's, Sectional Divisions and Civil War, Reconstruction, Industry and Immigration, Challenges in the Late 1800's, America Comes of Age. Students will regularly be assessed on their ability to analyze, evaluate, and interpret the information covered throughout the different topics of this course.

African American History | Required Spring '24 | Grade 11 | 1 Credit

In this course, students will explore the history, culture, and politics that have shaped the African American experience from early African societies to the present. Topics covered will include West African civilizations & culture, European contact, the Middle Passage; resistance to slavery; Reconstruction; Black Political Thought & Culture, Black changemakers and trailblazers, Jim Crow & resistance; the Great Migration; Black Power and Black feminism; mass incarceration; and racial politics in the United States today. Students will better understand African Americans' vital role in shaping American society and culture by examining diverse sources and media (archives, literature, music, film, poetry, etc.). Students will develop and refine their critical thinking, analytical writing, and research skills through this course.

US Government | Required Fall '23 | Grade 12 | 1 Credit

US Government will introduce students to the various processes and underlying ideas that shape government in the United States. Students will explore the branches of government, their segments, and how they interact in the enactment of policy. They will examine the principles of federalism, the separation of powers and how our constitutional republic has evolved over time. The shifting relationships between local, state, and federal governments will also be emphasized throughout this

course. Finally, students will analyze the many ongoing fights for political equality in the country. Students will refine their analytical writing, oral presentation, and critical reading skills.

AP Human Geography | Year long '23 - '24 | Grades 10&11 | 2 Credits

In AP Human Geography, students will be introduced to and study different processes and patterns pertaining to landscapes and various spatial concepts. Students can expect to dive into worldly content that depicts the movement of humankind over time, as well as examine how these movements have affected us today. Topics covered throughout this course will include (but are not limited to) population & health, migration, culture & social media, languages, religion, ethnicity & race, food & agriculture, development of countries/society. Students will be given a formal AP exam following the completion of this course.

Social Justice and Current Events | Fall '23 | Grade 9-12 | .5 Credit

Do you have an interest in looking deeper into events of today? Social justice advocacy? In this course, we will take a look at current event topics around injustices that commonly victimize the poor (slavery, sex trafficking, illegal detention, and violent crime). The class will identify organizations to partner with and create educational campaigns for the school community. This course will require a lot of public speaking as it will include creating video journals, doing interviews and possibly creating a podcast series.

World Matters | Spring '24 | Grade 9-12 | 1 Credit

This class is for those with an interest in world news topics that help shape culture, politics, and societal norms. Students can expect to have a critical voice in how this class runs and which topics will be focused on, studied and discussed. This class is open to possibilities including relevant field trips, debate forums, and project based learning. Students will learn to use news articles of interest to cultivate critical thinking skills while learning how to make sense of a constantly changing world.

Archives & The Modern World | Fall '23 | Grades 10-12 | .5 Credit

In this course, students will learn about the critical role of archives in the Information Age. Students will learn how and why archives exist, who creates and maintains them, and how they can navigate archives to improve their research skills. They will also study why institutions and individuals keep some materials while discarding others and how those decisions shape our understanding of the world. Students will have the opportunity to explore archival collections at Girard College and Princeton University while honing their research, critical reading, and analytical writing skills.

Race & Racism | Spring '24 | Grades 10-12 | 1 Credit

This course explores the history of race and racism in a global and comparative context. We will examine how and why humans have been categorized and divided into groups based on perceived physical differences. Students will research and analyze competing ideas about how race and racism evolved in various parts of the world and how science has been used to justify these beliefs. Finally, students will investigate the many diverse ways that race has shaped our social, cultural, political, and economic landscapes. Throughout this course, students will use primary and secondary sources to

hone their critical reading and argumentative writing skills. They will also hone their oral communication skills through dialogues, debates, and presentations.

Fine & Performing Arts

Girard College High School's Fine Arts Department provides more than a classroom experience for our students, and comprises the Music and Visual Arts - divisions. Each division offers studio, and performance settings, and maintains a well-balanced education that focuses equally on the process of learning as well as the product of our efforts. We base our units of study on the Pennsylvania and National Arts Standards, and we believe it is vital that we provide historic and social context to the units that we teach, as well as experiences to students that will instill a life-long love for, appreciation of, and involvement in the arts. Each division provides a number of opportunities for students to be involved in exhibits, concerts, recitals and other collaborative performance opportunities through the school year. The Girard College High School Fine Arts Department challenges students to think creatively, encourages risk taking and enables students to apply their problem-solving skills beyond the classroom.

Beginning Studio Art | Fall '23 & Spring '24 | Grades 9-12 | 1 Credit

Beginning Studio Art is designed to provide a foundation for advanced high school Art courses, and for students to meet the minimum Art requirement to graduate from Girard College. Generally, this class is taken in 9th or 10th grade, but upper class students can take this course if they need the basic Art requirement for graduation. Emphasis is placed on understanding the Elements of Art and Principles of Design as a basis for composition. Students will explore a variety of artists (combining the study of artists' work from the past with more contemporary works, and ethnic works of Art), and Art processes and materials such as drawing, painting, printmaking, and two & three-dimensional design. We will begin the course with the basics of color theory and perspective, and then move on to other topics through western Art. Student artwork will reflect aesthetics, cultural, and historical contexts. Students will be expected to keep a sketchbook for weekly sketch practice topics, complete major unit projects, and writing assignments. Willingness to get involved in the creative process is a more important requirement than the student's talent or previous experience in Art.

Survey of Non-Western Art | Fall '23 | Grades 10-12 | 1 Credit

Prerequisite: Successful completion of Beginning Studio Arts

In Non-Western Art, students will explore Art of the non-western world including South and Southeast Asia, China and Japan, Africa, Native American, Central and South America, and Oceania. Visual traditions of these regions including Art, sculpture, architecture, painting, and ceramics from the pre-historic to the present. Through creation, students will explore a variety of artists' styles, and techniques, as well as a variety of Art processes and materials such as drawing, painting, printmaking, and two & three-dimensional design. Students will be expected to keep a sketchbook for weekly sketch practice topics, complete major unit projects, and writing assignments. Willingness to get involved in the creative process and learning about other cultures is a more important requirement than the student's talent or previous experience in Art.

Women in Art | Spring '24 | Grades 9-12 | .5 Credit

In Women in Art, students will explore the Art of Women & those who identify as she/her. Students will discover the types of arts and crafts that women have created throughout history, including: sculpture, architecture, painting, and ceramics from a few hundred years ago to the present. Through creation, students will explore a variety of female artists', styles, and techniques, as well as a variety of Art processes and materials such as drawing, painting, printmaking, and two & three-dimensional design. Students will be expected to keep a sketchbook for weekly sketch practice topics, complete major unit projects, and writing assignments. Some artists featured in this class will be: Frida Kahlo, Faith Ringgold, Maria Martinez, Georgia O'Keeffe, Vanessa German, and Maya Lin. Willingness to get involved in the creative process and learning about women's accomplishments in art is a more important requirement than the student's talent or previous experience in Art.

3D/Sculpture | Fall '24 | Grades 10-12 | 1 Credit

3D / Sculpture Class offers an opportunity for students who wish to create three-dimensional art. Students will explore the element of form using a variety of materials such as clay, plaster, wood, metals, and found objects, and will discover the types of sculptural arts and crafts that people have created throughout history. Students will also learn the methods of working with clay such as coiling, slab building, and throwing on the wheel. Students will be expected to keep a sketchbook for weekly sketch practice topics, complete major unit projects, and complete writing assignments. Willingness to get involved in the creative process and learning about sculpture in Art is a more important requirement than the student's talent or previous experience in Art.

Band-Instrumental Music | Year-Long Course | Grades 9-12 | 1 Credit

Instrumental ensemble music. Focus on band music, pop, jazz, and seasonal. Students will learn how to play the instrument of their choice. Sight read and advance at least one level a year. Focus on ensemble and group performance with solo opportunities if the student desires. Students will learn through traditional music notation, as well as by rote, and develop their ear for improvisation. We will cover different genres of music including classical, rock, jazz, pop, hip-hop, R n B, and more. Students are assessed by their individual progress in class performance of exercises and songs as well as public performances on and off campus.

Choir | Year-Long Course | Grades 9-12 | 1 Credit

Choral singing explores various genres of music throughout history and includes a course in piano art. Students can explore how to communicate through music. Students will also learn how to sing in a group setting, harmonize, and blend. Students can expect to continue to develop their voice. Students will learn through vocal exercises, sight singing, ear training and aural traditions. There are many performance opportunities on and off campus. Students are assessed by their individual growth and performance opportunities.

Multimedia Music Production I | Fall '23 | Grades 9-12 | 1 Credit

In this course, you will learn how to create original sound scapes and musical compositions as well as video content for multi-media productions and presentations. Students will learn how to create beats, sounds, loops, songs and song structures. Students will learn how to record various audio sources including vocals, instruments and environmental sounds. Students will learn how to create and add

sounds to video content. Students will be assessed by the body of work they create individually and in a group setting. There will be peer evaluations as well as teacher evaluations and feedback.

Multimedia Music Production II | Spring '24 | Grades 9-12 | 1 Credit

Prerequisite: Successful completion of Multimedia Music Production I

Students will learn how to shoot video and edit multiple video files with audio content for various multimedia projects including music videos and short documentaries. Students will participate in both group and individual projects that will be displayed publicly. Students will learn using 4 different software programs:

1. Logic 2. Sounds Trap 3. WeVideo 4. iMovie in multiple PBL settings. Topics will include current events, personal interest, school traditions, pop culture, history, and more. Students will be assessed by the body of work they create individually and in a group setting. There will be peer evaluations as well as teacher evaluations and feedback.

Physical Education & Health

Health and Physical Education are integral parts of the Girard College high school curriculum. Girard College Health and Physical Education department provides students with the knowledge, skills and motivation that will allow them to attain and sustain a physically active and healthful lifestyle. Students will become proficient in movement forms, motor skills and social skills that will allow them to live well-rounded, fulfilling, healthful lifestyles. The Health and Physical Education department fosters a safe learning environment that allows students to face challenges and take risks in a nonjudgmental atmosphere.

Physical Education I | Required | Grades 9-10 | 1 Credit

Students will participate in a variety of individual and team activities. This course will provide students with the opportunity to discover, practice and develop the skills necessary to maintain a healthy lifestyle. Through various activities, students in Physical Education will learn how to incorporate physical activity into their daily lives. Activities will include physical fitness, volleyball, dance, martial arts, pickleball, spikeball, team handball, speedball, tennis, and cardiorespiratory fitness. The course aims to instill enjoyment of physical activity, as well as an understanding of the importance of maintaining physical fitness. Students will be assessed using a variety of techniques including project-based learning, self/peer assessment, and experiential learning assessments.

Physical Education II | Required | Grades 10-11 | 1 Credit

Physical Education II builds on the skills and concepts explored through the Physical Education I course. Activities will include a combination of non-traditional team sports and individual pursuits. Physical fitness and conditioning will be a consistent focus throughout the course. Students will be assessed on both cognitive and psychomotor domains using a variety of techniques including project-based learning, experiential learning assessments and peer/self assessment.

9th Grade Health | Required | Grade 9 | .5 Credit

9th Grade Health provides students the opportunity to develop the knowledge and skills necessary to promote lifelong health. The intent of the course is to motivate students to analyze and advance their

social, emotional, mental and physical health through study in the following subject areas: Community Health, Consumer Health, Environmental Health, Nutrition, Sexual Health, HIV/AIDS Education, Social, Emotional and Mental Health, Disease Control and Prevention and Substance Use/Abuse. Students will be assessed via project based learning opportunities, experiential learning assessments and traditional classroom assessments.

Strength and Conditioning | Fall '23 | Grades 11 & 12 | 1 Credit

Strength and Conditioning will provide students the methods and tools necessary to build fitness and maintain a healthy lifestyle. Students will explore a variety of exercises, techniques and equipment in order to develop a well rounded foundation for building and maintaining fitness levels. Each student will develop an individualized fitness plan based on their personal fitness goals. Topics of focus will include weight room safety and etiquette, plyometrics, static and dynamic stretching, medicine ball training, resistance band training, weight training and powerlifting, and nutrition for athletes. Students will be assessed by a combination of project-based learning opportunities and experiential learning assessments.

Nutrition & Cooking for Health | Fall '23 | Grades 10-12 | .5 Credit

Nutrition and Cooking for Health is designed to provide students the information, tools and motivation to make healthier decisions around food. The elective is built around projects that involve social interaction, hands-on activity, and friendly competition to promote engagement and comprehension of content. One key aspect of the class will involve cooking and food preparation that will take place at the kitchen in the HUM. Students will not only explore the science behind nutrition but also work together to design, prepare and cook healthy meals. This class will be assessed primarily via project based activities.

World Languages

The World Languages Department at Girard College High School promotes linguistic and cultural literacy while fostering a life-long appreciation for world languages and cultures. Today's students need to be globally competent in order to thrive and therefore the department believes that each student can learn and benefit from acquiring a new language in order to develop a global mindset which is crucial in today's society. The goals of the World Language department are to equip students with the tools of another language and to awaken students' curiosity and openness to different cultures, new people, and places. The World Language Department offers classes in French and Spanish in which we stress the four communicative skills of listening, speaking, reading, and writing.

In the classroom, we endeavor to bring the French and Spanish languages to life through a wide range of interactive activities, literature, film, music, and art. We make every effort to conduct the learning experience in the target language, and facilitate group travel every year to the French and Spanish speaking world beyond our borders.

French I | Required Fall '23 | Grades 9-12 | 1 Credit

French is fun! Introductory program that makes communication in French a natural, personalized, enjoyable and rewarding experience. Learning a language is based on 4 skills: Speak and pronounce

clearly; Listen and understand; Read and comprehend; Write coherently. In order to do these things, students must learn the rules of grammar, learn vocabulary and pronunciation, and conjugate verbs.

French II | Required Fall '23 & Spring '24 | Grades 9-12 | 1 Credit

Students will continue to master vocabulary and structure for productive use in oral and written communication, read and listen for comprehension. Work cooperatively with others to communicate in French. Current French and cultural topics will be explored.

French III | Required Fall '23 & Spring '24 | Grades 10-12 | 1 Credit

French 3 language course focuses on the continued development of communicative competence in the target language and understanding of the people who speak the language.

Spanish I | Required Fall '23 | Grades 9-12 | 1 Credit

This course is considered introductory Spanish. Students will have fun developing spoken Spanish for social contexts. By the end of the class you should be able to hold a simple conversation in Spanish. The class will also begin to develop the skills of listening and reading Spanish for comprehension. Writing is developed alongside communication skills. The use of stories, music, rhythms, and props will enhance comprehension while engaging students in active learning. Grammar covered includes present tense verbs, accurate adjective use, question formation, pronouns, and other structures necessary to communicate at a basic level. Skits, oral presentations, written quizzes and tests as well as interactive games are all part of comprehensive assessment that help students build vocabulary while reinforcing and retaining the various skills they have learned.

Spanish II | Required Fall '23 & Spring '24 | Grades 9-12 | 1 Credit

This course is an advanced introductory level Spanish class. Students will continue developing spoken Spanish and expanding their conversational Spanish. This class will prepare students to be able to build upon the skills of listening and reading Spanish for comprehension. Writing skills will move from sentences and simple dialogues to short stories and poems. The use of stories, music, rhythms, and props will continue to be used to enhance comprehension while engaging students in active learning. Grammar covered includes present tense and future tense, and introductions to past tenses. Students will learn to accurately ask questions and use a variety of adjectives and other structures necessary to communicate. Skits, oral presentations, written quizzes and tests as well as interactive games are all part of comprehensive assessment that will help students build upon vocabulary and conversational skills while reinforcing and retaining the various skills they have learned. This class will begin to explore the cultures of the Spanish speaking world, with some excursions to stores and museums/exhibits, introductions to Latin food and cooking, movies and magazines.

Spanish III | Required Fall '23 & Spring '24 | Grades 10-12 | 1 Credit

This course expands on and reinforces meaningful, accurate communication in Spanish. More advanced grammar constructions are presented and practiced, and are incorporated in a variety of real-world contexts. Reading and writing are at a more advanced level, and students begin analyzing literature using level-appropriate stories, magazines and novels. Students read, discuss, and write

about current events and the culture of the Spanish-speaking world. Creative projects provide opportunities for students to deepen their understanding of the language and culture.

The Francophone World | Spring '24 | Grades 10-12 | 1 Credit

In this class you will discover French-speaking areas, especially those outside of France. You'll learn how French has influenced economic, political, diplomatic and cultural exchanges. You'll also watch subtitled French movies and discover French Cuisine /food in Philadelphia.

Electives

My Community & Yours I | Fall '23 & Spring '24 | Grades 9-12 | .5 Credit

The My Community course serves to partner students with community organizations that are serving the Philadelphia area. In My Community 101, students will understand the concept of empowered global citizenship and how it differs from traditional models of citizenship, build 21st century skills for critical thinking and soft skills such as multimodal event planning, project management, career readiness (LinkedIn creation, email writing, professional speaking). Students learn to host campus wide events such as Melanin Madness. Students will be assessed through project management rubrics, journal entries and participation in class discussions.

My Community & Yours II | Fall '23 & Spring '24 | Grades 9-12 | .5 Credit

The My Community courses serve to partner students with community organizations that are serving the Philadelphia area. In My Community II, students identify and analyze community issues that are important to students, develop strategies to engage community partners and incorporate student voice in addressing community issues, enhance digital literacy skills to leverage technology for social change, and explore the concept of social entrepreneurship and its potential for creating social change. Students will be assessed through project management rubrics, journal entries and participation in class discussions.

Intro to Psychology | Spring '24 | Grades 10-12 | .5 Credit

Are you fascinated by the way people think and behave? Want to unlock the secrets of the human mind? This introductory psychology course offers the perfect opportunity to explore the history and subfields of psychology, as well as the scientific methods used to study human behavior and mental processes. Through interactive learning activities like group discussions, case studies, and independent research projects, you'll gain critical thinking and problem-solving skills that will serve you well in college and beyond. We use a project-based learning approach to allow you to apply what you've learned to real-world situations, including topics such as the biological basis of behavior, sensation and perception, learning and memory, motivation and emotion, development, personality, social psychology, and abnormal psychology. With this course, you'll develop a deeper understanding of the world around you and the way people think and interact with each other. Don't miss out on this exciting opportunity to explore the mysteries of the human mind!

Senior Seminar | Required Year-long | Grade 12 | 1 Credit

Senior Seminar prepares students for life after Girard through a series of hands-on, valuable exercises. This course will not only allow students time to complete their Senior Project (which includes an internship, research paper, and oral presentation), their yearbook page, and other senior year obligations, but students will also learn about a wide array of postsecondary skills: how to journal and keep a planning book or blog, how to apply to college, trade school, workforce development programs, or the military; how to navigate financial aid (FAFSA, CSS Profile, state grants); how to apply for and earn scholarships; how to find a major and/or career that fits you and your goals; how to set your goals, and more. Successful completion of Senior Seminar is a graduation requirement for all students.

Child Development | Spring '24 | Grade 9-12 | .5 Credit

This course is an introduction to family and consumer science and perfect for a student interested in psychology, nursing, or early childhood education. With some review from health class, students will learn about reproduction and safe best practices. Course material will also include various theories about early childhood as well as the science behind this rapid time in life of growth and development. Students will obtain a red cross certification to babysit that can be added to your resume.

Digital Literacy & Citizenship | Fall '23 | Grade 9-12 | .5 Credit

In a world surrounded by technology, this digital literacy and citizenship class will give you tools and skills to efficiently navigate the world of tech in a responsible way. From increasing your WPM (words per minute), to life hacks in google/word/doc/spreadsheets, you are sure to walk away with handy tools that will be used in everyday life. In addition to digital literacy, this class will focus on your digital citizenship and the impact you are permanently leaving in the cyberworld.