

# **Documents for Courses Needing Additional Information**

## **PURPOSE**

When a course has been placed designated with the status of “additional information required” and given the code of RC8, the high school can log in to its account at [eligibilitycenter.org](https://eligibilitycenter.org) and upload the required documents for the course. These documents include:

- » Course description.
- » Unit-by-unit or week-by-week outline of the course.
- » Flowchart of all courses in the subject area.
- » Assignments and assessments (e.g., midterm, final exam, cumulating project, etc.).

## **WHAT IS A COURSE DESCRIPTION?**

A course description is a short statement that describes the content of a course. It often includes the prerequisites for the course. Below are some examples of course descriptions:

**Example 1:** Geometry Pre-AP: (9th and 10th) 1 year, 1 unit

**Prerequisites:** Students must have both semesters of Algebra I: Pre-AP.

The study of geometry will help students acquire the skills necessary for logical and critical thinking, inductive and deductive reasoning and problem solving. Topics include geometric shapes and their characteristics, volume, area, perimeter, trigonometric ratios, triangle similarity, tessellations, coordinate geometry and polygons. A strong algebraic background is important for success in this course. All students enrolled in geometry are required to take the geometry PARCC assessment at the end of the year.

**Example 2:** French I: 1 credit, 1 year

**Prerequisite:** Students must maintain at least a B average in their English class.

This course emphasizes reading, writing, listening and speaking French. Classes may also include cultural aspects of France and other French-speaking countries.

**Example 3:** English IV

English IV uses analysis and evaluation of drama, novels, poetry, short stories and nonfiction essays as the foundation of the course. The focus of the course is a survey of the British literature from the Anglo-Saxon period to the modern period. Each unit contains, in addition to representative literary works, an emphasis on historical events, religious developments and cultural context that influenced the writers of each period and their readers. Major selections include Beowulf, The Canterbury Tales, Macbeth and the works of classical poets of the different periods. Outside readings are chosen from twentieth-century novels. Note: Also offered for honors credit.

## WHAT IS A UNIT-BY-UNIT OUTLINE?

A unit-by-unit outline of a course includes the topics taught and a brief description of the assignments and assessments for each topic. It often includes the time frame for each topic. This may also be referred to as a syllabus (an outline of the subjects in a course of study or teaching); however, in recent years, the term syllabus has been interpreted as classroom guidelines by many educators. In this case, a syllabus is not helpful.

The following documents are **NOT** being requested. Please do **NOT** submit the following:

List of state or common core standards.

Classroom guidelines (e.g., no gum chewing, come prepared, teacher office hours, etc.).

Copy of all handouts for the course.

Table of contents of a textbook.

### Example 1

**Unit Nine: Culture, Gender, and Communication-** During this unit, students will:

- Critically examine the connotations of power differential in samples of communication
- Analyze word choice for cultural connotations from sample texts
- Research and understand differences in communication among cultures
- Critically analyze the role of women in the workplace by reading excerpts from *Lean In* by Sheryl Sandberg
- Write a culminating reflection to demonstrate their understanding of the concepts covered during the unit

### Example 2

#### **Unit 1: Botany**

\*What the study of botany entails.

#### **Unit 2: Trees**

\*Basic information about some of the trees of our area and what they tell us about the habitat in which they are found. They will be making a tree collection in this unit.

\*What native and exotic tree species are and how each affect the environment.

#### **Unit 3: The Plant Kingdom**

\*The development of structures that allowed plants to invade terrestrial environments.

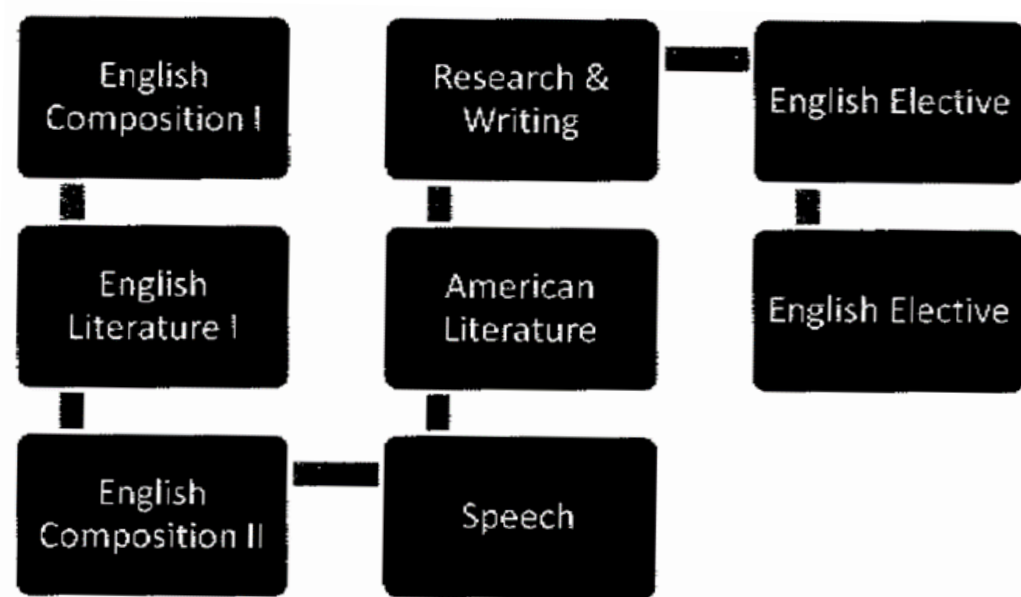
\*The basic structure of nonvascular plants.

\*How the development of vascular tissue and the increased dominance of the sporophyte generation made the seedless vascular plants more successful than the nonvascular plants.

## WHAT IS A FLOWCHART OF THE COURSES WITHIN A SUBJECT AREA?

A flowchart is used to show the prerequisites of courses and the order in which students may take courses within a subject area. It is necessary to include all levels of courses in the flowchart (regular, college preparatory, honors, AP, etc.) as this also helps us review your courses.

### Example 1: English Department Flowchart



### Example 2: Math Department Flowchart

