



# Online School for Girls

## Summer Courses

Summer courses offer an opportunity for students to better transition from one level to the next, be it within a specific course or from middle to high school or from high school to college. Even better, because these courses are offered online and asynchronously (that is, not live), students can take the courses from any location with Internet access and have some flexibility in completing work.

These courses are not intended to be full year or semester courses. Students and parents receive a comment from the student's teacher at the end of the course and a grade of Pass (P), Fail (F), or Incomplete (I). The student's permanent school will not be given a record of the student's summer comment or grade unless specifically asked to do so by a parent or guardian of the student.

Parents and students should be aware that courses are designed so that students will be engaged in course work for approximately 8 hours per week. And, while there is some flexibility in terms of some completion dates, we do have students work together on assignments and projects regularly (just like classes at their school).

### Summer Session I

Session I Session Orientation Opens June 13, 2012

Session I Starts – June 18, 2012

Registration Closes/Last Day to Withdraw with 50% Refund for Session I – June 22, 2012

Last Day of Session I – July 13, 2012

Last Day to Submit Course Work for Session I – July 16, 2012

Grades Available for Students and Parents – July 20, 2012

### Summer Session II

Session II Orientation Opens – July 11, 2012

Session II Starts – July 16, 2012

Registration Closes/Last Day to Withdraw with 50% Refund for Session II – July 20, 2012

Last Day of Session II – August 10, 2012

Last Day to Submit Course Work for Session II – August 13, 2012

Grades Available for Students and Parents – August 17, 2012

### Introduction to Computer Programming

Offered: Summer session I

Prerequisite: Algebra II; Designed for students wishing to complete AP Computer Science in 2012-2013

Introduction to Computer Programming is a whirlwind tour of basic programming concepts explored through the Java language. This course introduces variables, conditionals, and loops and develops the abstract thinking skills necessary to tackle AP Computer Science. Computer hardware and the binary number system are also examined. While the prerequisite is Algebra II, students should be prepared for a challenging and fast-paced course. This course is designed to help prepare students for AP Computer Science or other programming courses.

### Personal Finance: What Every Student Heading to College Should Know

Offered: Summer Session I

Prerequisite: This course is designed for rising Seniors who will be applying to college during the coming school year. How much spending money do you need on a monthly basis? What are you going to be responsible for paying versus your parents? If you run out of money, what are your options? Students in this course will build competency in personal

finance and collaborate with peers on the potential financial pitfalls of managing their money as they transition to college life. This course will provide many opportunities for students to understand money management issues. Building skills and knowledge in personal finance require investigation and practice, just like solving an algebraic equation or writing a persuasive essay does. Managing money is a lifelong challenge that starts with developing good habits. By the end of this course, students will understand and practice building a budget and managing cash flow. In addition, issues relating to protecting one's personal identity and managing debt will be explored. Students will learn to communicate about money and will understand the impact of peer pressure and spending patterns. Students will work collaboratively to develop tips for using cash versus debit cards, generating income, and determining needs vs. wants. Learning to discuss money issues and finding and using financial information will boost confidence that will spill over into other areas of responsibility. Building a foundation in personal finance is the first step in creating financial independence for a lifetime.

### **Review of Pre-Algebra**

Offered: Summer Session I and II

Prerequisite: Pre-Algebra

This four-week course is designed to review the major topics and fundamental concepts of Pre-Algebra. This course is designed to help students *practice* key concepts, *explore* topics in the coming year, and *gain* greater confidence in their mathematics abilities. In addition, students will preview material for the next level of mathematics, Algebra I. Students will use various tools to explore the concepts and to collaborate and communicate with their teacher and classmates.

### **Review of Algebra I**

Offered: Summer Session I and II

Prerequisite: Algebra I

This four-week course is designed to review the major topics and fundamental concepts of Algebra I so that students can have greater confidence and practice in essential skills before heading on to the next level. Students will use various tools to explore the concepts and to collaborate and communicate with their teacher and classmates.

### **Summer Writing Workshop**

Offered: Summer Session I and II

Prerequisite: None; Designed for rising 9th and 10th grade students

The purpose of this four-week course is to help students write with confidence, clarity, and purpose in all of their school work, and to prepare for the rigors of high school level writing. It is an appropriate course for rising high school students and students who struggled with writing components of a ninth grade level English course. Writing assignments will emphasize that writing is a process of planning, drafting, and revising. Students will also practice some grammar to increase their understanding of the structure of language as well as to learn ways to use it as a tool for clarity, style, and meaning.

### **Transitioning from Spanish I to Spanish II**

Offered: Summer Session I and II

Prerequisite: Spanish II

This course is designed for the student who wishes to review and reinforce the oral, aural, writing and reading skills introduced in Spanish I. Particular attention will be paid to vocabulary, gender and number of nouns and adjectives, the present tense of verbs, all types of pronouns, and Spanish sentence structure. Student work will include:

- Individual study and review of verb forms, vocabulary and grammar structures at home
- Individual online activities and homework required for the course
- Asynchronous interactive activities throughout each week that will require students to write or record messages and respond to other students in the course
- One or two synchronous activities that will require a student to interact in real time with another student or the

instructor

- Weekly assessments to allow students and the instructor to gauge progress before moving on to new material

### **Transitioning from Spanish II to Spanish III**

Offered: Session I and II

Prerequisite: Spanish II

This course is designed for the student who wishes to review and reinforce the oral, aural, writing and reading skills introduced in Spanish II. Particular attention will be paid to the grammar and verb tenses including the use of irregular present tense conjugations, the past tense, direct and indirect object pronouns, conditional sentences and the subjunctive. Student work will include:

- Individual study and review of verb forms, vocabulary and grammar structures at home
- Individual online activities and homework required for the course
- Asynchronous interactive activities throughout each week that will require students to write or record messages and respond to other students in the course
- One or two synchronous activities that will require a student to interact in real time with another student or the instructor
- Weekly assessments to allow students and the instructor to gauge progress before moving on to new material
- More information on the topics covered weekly is available on the Online School for Girls website.

### **Transitions from French I to French II**

Offered: Summer Session II

Prerequisite: French I

This course is designed for the student who wishes to review and reinforce the oral and written elements introduced in French I. Particular attention will be paid to grammar and verb tenses. Additionally, students will be exposed to readings and introduced to literary interpretation and analysis.

- Individual study and review of verb forms, vocabulary and grammar structures at home
- Individual online activities and homework required for the course
- Asynchronous interactive activities throughout each week that will require students to write or record messages and respond to other students in the course
- One or two synchronous activities that will require a student to interact in real time with another student or the instructor
- Weekly assessments to allow students and the instructor to gauge progress before moving on to new material

### **Writing the College Essay**

Offered: Summer Session I and II

Prerequisite: This course is designed for rising Seniors who will be applying to college during the coming school year. The purpose of this four-week course is to support students in writing essays, both the personal statement and the short answer essays, necessary for college applications. Students will be expected to write three personal statements (approximately 500 words each) and three short answer essays (approximately 150 words each). Because form is an important part of communicating message, instruction and feedback will focus both on style and content, and students must then commit to actively work on revision, through peer editing, instructor feedback, and re-writes. Students will be asked to get to know other members of the class and must be willing to be actively involved in talking with people about their own and others' lives/experiences. Because of the four-week time frame, students' overall success in the course is dependent upon their meeting deadlines, both for their own writing and for providing feedback to others. Students can expect to return to their high school in the fall with active working drafts of their college essays.