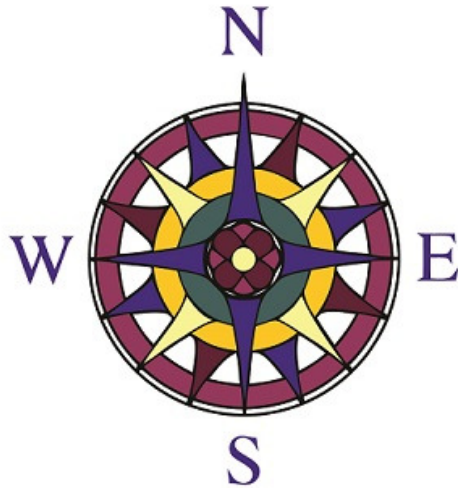


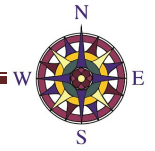
# Compass Homeschool Enrichment



## 2016-2017 High School Course Catalog



[www.compassclasses.com](http://www.compassclasses.com)



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**2016-2017**  
**High School Course Catalog**  
**Compass Homeschool Enrichment**

Compass Homeschool Enrichment is pleased to present an exciting, innovative selection of classes for homeschooled teens for the upcoming school year! Classes are taught in small groups by subject matter experts and are designed to be hands-on, experiential instruction with many opportunities for student involvement and student interaction with the subject matter. High school level classes include science, technology, mathematics, language arts, history, humanities, Spanish, and numerous electives. Classes are taught in Oakton on Wednesday only, Friday only, or Wednesday/Friday in a 4-quarter, 30-week academic year. Classes are offered a la carte by quarter, semester, or year-long so homeschool families can mix and match to achieve high school goals.

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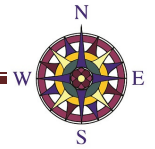
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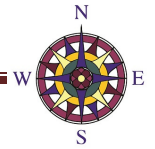
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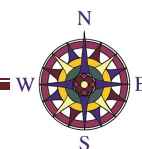
**SCHEDULE GRID: WEDNESDAYS**

9:00 AM	Stage Combat Technique: From Sticks to Steel 8th - 12th		College Conversations: Junior Year Odyssey 10th- 11th	Historical Illuminations: Medieval Upheaval 7th - 12th
9:30 AM		Biology Lab Intensive: Cell and Molecular Biology 9th - 12th		
10:00 AM		<i>Qtr or Year Long</i> <b>WED/FRI</b>		Semester Long
10:30 AM				
11:00 AM		Algebra I: The Art of Problem Solving, 7th - 10th <i>Year Long</i> <b>WED/FRI</b>	Literary Criticism: Doubling Discourse- Shakespeare 9th - 12th <b>WED/FRI</b>	
11:30 AM				
12:00 PM		Geometry: 9th - 12th <i>Year Long</i> <b>WED/FRI</b>	arKIDtecture: Builder Basics: Theme Restaurant Design 8th - 10th	
12:30 PM				
1:00 PM		Philosophically Speaking 9th - 12th		
1:30 PM				
2:00 PM		Acting Scenes for Teens: The Princess Bride 8th - 12th		
2:30 PM				
3:00 PM	Pre-Algebra & Problem Solving Essentials: Rational Numbers 7th - 9th	Acting Auditioning Conditioning 6th - 12th		
3:30 PM				
4:00 PM				



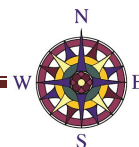
**SCHEDULE GRID: FRIDAYS**

9:00 AM					
9:30 AM					
10:00 AM	American Civil War Awakenings: Voices from the North 9th - 12th	Biology Lab Intensive: Cell and Molecular Biology 9th - 12th <b>WED/FRI</b>	Everyday Spanish Conversation 9th - 12th	Math Skills and Strategies for the <i>NEW SAT</i> 9th - 12th	
10:30 AM					
11:00 AM	Introduction to Comparative Religion: Eastern Faiths 9th - 12th		Literary Criticism: Doubling Discourse- Shakespeare 9th - 12th <b>WED/FRI</b>	Algebra I: The Art of Problem Solving 7th - 10th <b>WED/FRI</b>	Cooking for Teens: Fall Fusion Fare 9th - 12th
11:30 AM					
12:00 PM	3D History: The Rise of Japan, WWII in the Pacific, 1941-42 8th - 12th	Introduction to CS: Python Programming Lab with Practical Projects 9th - 12th	Research Fundamentals for High School: Media Literacy 9th - 12th	Geometry: Euclid and the Art of Problem Solving 9th - 12th <b>WED/FRI</b>	
12:30 PM					
1:00 PM			Non Fiction Writing: Advocacy: Developing a Platform 9th - 12th	PreCalculus: The Art of Problem Solving 9th - 12th	
1:30 PM					
2:00 PM					
2:30 PM					
3:00 PM					



## 2016-17 ACADEMIC CALENDAR

	<u>Wednesdays</u>	<u>Fridays</u>	
Q1.1	9/7/2016	9/9/2016	
Q1.2	9/14/2016	9/16/2016	
Q1.3	9/21/2016	9/23/2016	
Q1.4	9/28/2016	9/30/2016	
Q1.5	10/5/2016	10/7/2016	
Q1.6	10/12/2016	10/14/2016	
Q1.7	10/19/2016	10/21/2016	
Q2.1	10/26/2016	10/28/2016	
Q2.2	11/2/2016	11/4/2016	
Q2.3	11/9/2016	11/11/2016	
Q2.4	11/16/2016	11/18/2016	
OFF	11/23/2016	11/25/2016	No Classes- Thanksgiving
Q2.5	11/30/2016	12/2/2016	
Q2.6	12/7/2016	12/9/2016	
Q2.7	12/14/2016	12/16/2016	
MUQ1/2	1/4/2017	1/6/2017	Fall Make-Up Day, if Needed
Q3.1	1/11/2017	1/13/2017	
Q3.2	1/18/2017	1/20/2017	
Q3.3	1/25/2017	1/27/2017	
OFF	2/1/2017	2/3/2017	No Classes- FACET Shelter
Q3.4	2/8/2017	2/10/2017	
Q3.5	2/15/2017	2/17/2017	
Q3.6	2/22/2017	2/24/2017	
Q3.7	3/1/2017	3/3/2017	
Q3.8	3/8/2017	3/10/2017	
MUQ3	3/15/2017	3/17/2017	Winter Make-Up Day, if Needed
OFF	3/22/2017	3/24/2017	No Classes
Q4.1	3/29/2017	3/31/2017	
Q4.2	4/5/2017	4/7/2017	
Q4.3	4/12/2017	4/14/2017	FCPS Spring Break
Q4.4	4/19/2017	4/21/2017	
Q4.5	4/26/2017	4/28/2017	
OFF	5/3/2017	5/5/2017	No Classes- UUCF Yard Sale
Q4.6	5/10/2017	5/12/2017	
Q4.7	5/17/2017	5/19/2017	
Q4.8	5/24/2017	5/26/2017	
MUQ4	5/31/2017	6/2/2017	Spring Make-Up Day, If Needed



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## **SCIENCE/TECHNOLOGY**

### **Biology Lab Intensive: Cell and Molecular Biology**

Students will be introduced to the fascinating world of biology through intensive laboratory work! This full-year laboratory course makes biology come alive through hands-on activities, guided inquiry, and student-led research projects. Each lab will feature a short introductory lesson followed by active investigations, providing students with practical experience in laboratory techniques and safety. Students will work with a variety of model organisms such as rapid cycling plants, zebrafish, and bacteria to explore fundamental biology concepts. In addition, students will develop their communication skills throughout the course by writing scientific papers, presenting posters, and delivering short oral presentations.

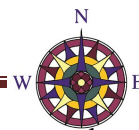
This first quarter will focus on cell and molecular biology. Students will apply basic microscopy techniques to learn about cell structure and function and then observe cell division in zebrafish embryos. They will design original experiments to study the role of energy, photosynthesis, and respiration in plants. Students will then dive deep into the central dogma of molecular biology, understanding the interconnections between DNA, RNA, and protein. They will genetically engineer bacteria to produce a fluorescent protein and conduct additional inquiries to expand their understanding of the underlying scientific principles. At the end of the quarter, students will write and peer-review a short scientific paper based on an investigation of their choice.

First quarter themes include cell structure and function (chapter 7), photosynthesis (chapter 8), cellular respiration and fermentation (chapter 9), cell growth and division (chapter 10), DNA structure and function (chapter 12), RNA, protein synthesis, and gene regulation (chapter 13).

The student should expect to spend approximately three hours per week on homework. Students will be expected to complete reading assignments, prelab questions, and short assignments on a weekly basis. These short assignments may also include postlab review questions and research topics. Students will work on their final presentations throughout the quarter, highlighting an investigation or biology concept of their choice.

Future topics in this series include Genetics and Evolution (2nd quarter), From Microorganisms to Plants (3rd quarter), and Ecology (4th quarter).

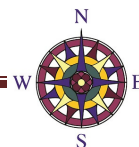
Instructor	Dr. Mariana Pavon
Day(s)	Wednesday & Friday
Times	9:30 am - 10:55 am
Duration:	Year-long (30 weeks)/ Register by year with split payment option
Supplies:	Students should purchase or rent the Miller & Levine <u>Biology</u> textbook 2014 Student Edition (red macaw cover). Also, students must bring a lab notebook (graph ruled composition notebook is recommended) to every class.



**Prerequisites:** Students should be familiar with basic chemistry concepts, in particular the nature of atoms and molecules.

**Grading:** The instructor will provide qualitative feedback on the student's class participation, preparation, and understanding of the material for the parent to assign a grade in the context of the student's overall study of this and related topics.

**Credit:** This is a component course that coupled with independent study of the textbook, assigned readings, and questions may be counted by the homeschool parents as a complete high school credit in laboratory science.



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## Introduction to CS: Python Programming Lab with Practical Projects

Students will explore the fascinating world of Computer Science with Python in this full year, laboratory course. Each lab will feature short lessons followed by exercises, programming challenges and project work, providing students with practical experience in computer programming and computational thinking. The culmination of the first semester (computational thinking and programming) will be building and programming a motion-sensitive wildlife camera, and second semester (functions and data structures) will include design, programming, and construction of a sensor-driven cryptographic puzzle box.

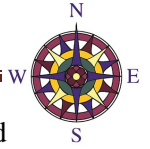
This first semester will focus on how to think like a computer scientist and introduce students to programming in Python. Students will learn the basics of the Python language including parts of a program, variables, objects and types, operators, developing algorithms. Students will then be immersed in learning about the flow of programs, logic, repetition, and decisions. They will write programs to practice these concepts through themes such as representing data (chapter 0), boolean logic, loops, nesting, modules and plotting data (chapter 1), controls (chapter 2), algorithms (chapter 3), strings (chapter 4), debugging (parts of chapter 15), and files and exceptions (chapter 5). Students will be working with the Raspberry Pi computer, bread boards, and electronic components.

The second semester will explore more advanced topics in computer science such as making and using functions, as well as storing and manipulating data. Students will examine functions through a hands-on project to create a cryptographic electronic puzzle box. It is a box that will hide some information behind a series of logic puzzles that are programmed using Python, a Raspberry Pi and a Sense HAT. Students will design their own puzzle locks using the Sense HAT's pressure, temperature, or orientation sensors. Students will also be introduced to the world of data structures through many different coding challenges. They will learn how to manipulate data using indexing, sorting, and slicing. Students will dive into functions, learning when and why they are used and how to define inputs, default values and outputs with concepts such as functions (chapter 6), lists and tuples (chapter 7), advanced functions (chapter 8), dictionaries and sets (chapter 9), and program development (chapter 10). At the end of the semester, students will present their electronic puzzle boxes through a short oral presentation.

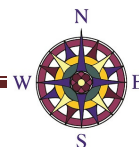
Students should expect to spent 3- 4 hours per week on homework including completing chapter reading assignments, chapter exercises, and assignments on a weekly basis. These assignments may include programming exercises, project work, research, and answering chapter questions. Students will work on their projects and presentations throughout the semester.

Instructor	<i>To be assigned</i>
Day(s)	Friday
Times:	12:00 pm- 1:55 pm
Duration:	Year-long (30 weeks)/ Register by year with split payment option





- Supplies:** Students should purchase or rent The Practice of Computing Using Python textbook, 2nd Edition. Students must bring a notebook (a graph-ruled composition notebook is recommended) to every class for taking notes. There will be a separate supply fee for the project materials.
- Prerequisites:** Students should be fluent in keyboarding (average of 25+ words per minute) and familiar with desktop computing environments.
- Grading:** The instructor will provide qualitative feedback on the student's class participation, preparation, and understanding of the material for the parent to assign a grade in the context of the student's overall study of this and related topics.
- Credit:** This is a component course that may be counted by the homeschool parent as part of a high school credit in technology or mathematics elective.



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## **MATHEMATICS**

### **Pre-Algebra & Problem Solving Essentials: Rational Numbers**

This course is designed to prepare students for success in a high school algebra class and to "fill in the gaps" on key pre-algebraic concepts for students who have used a wide variety of at-home math curricula. Emphasis will be on word problems so students become comfortable moving between prose (written word problems) and mathematical representation. Problems worked in class and at home will emphasize the real-world applications for the concepts. The mathematical approach in this class will be to foster a deep understanding and comfort level with the pre-algebra concepts rather than repetitious, plug-and-play computations. Many problems introduced in this class will be taken from *The Art of Problem Solving Pre-Algebra* textbook.

The student should expect to spend 1- 1.5 hours per week on homework problems.

Future topics in this class series include Pre-Algebra & Problem Solving Essentials: Equations and Inequalities (2nd quarter); Pre-Algebra & Problem Solving Essentials: Polygons (3rd quarter); and Pre-Algebra & Problem Solving Essentials: Problem Solving (4th quarter).

Instructor      Jeannie Genoese-Zerbi

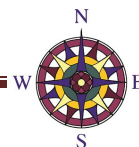
Day(s)            Wednesday

Times             3:00 pm- 3:55 pm

Duration:        4 quarters (30 weeks)/ Register by quarter (7-8 weeks)

Grading:         Grades will not be given in this course. The instructor's objective is for each student to deepen his or her understanding of selected topics in mathematics. Parents who would like additional guidance with regard to grading should work directly with the instructor.

Credit:            This is a component course that may be counted by the homeschool parent as part of a high school credit in Pre-algebra or a math elective.



## Algebra I: The Art of Problem Solving

This is a full course in high school algebra which covers the fundamental algebraic concepts of linear equations and inequalities, quadratic equations and inequalities, factoring quadratics, special factorizations, variables and proportional relationships, along with more advanced topics, including complex numbers, functions, graphing of functions, polynomials, exponents and logarithms, and special functions like absolute value, floor and ceiling functions. This course is based on *The Art of Problem Solving: Introduction to Algebra* text. Over the course of the year, students will complete chapters 1 through 20.

The student should expect to do a substantial number of exercises outside of class with 5-6 hours of homework each week.

Instructor      Jeannie Genoese-Zerbi

Day(s)            Wednesday & Friday

Times             11:00 am - 11:55 am

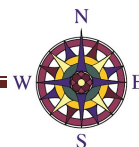
Duration:        Year-long (30 weeks)/ Register by year with split payment option

Supplies:        Students will need to purchase the Art of Problem Solving textbook *Introduction to Algebra* and *Introduction to Algebra Solutions Manual*, available from [www.artofproblemsolving.com/store](http://www.artofproblemsolving.com/store). A calculator is not needed for this course. There is also a \$10.00 materials fee, payable to the instructor during the first week of class, which includes a high quality quadrille notebook, to be used for all homework assignments.

Prerequisites:   Students must have mastered pre-algebra before beginning this class.

Grading:         Grades will not be given in this course. The instructor's objective is for each student to deepen his or her understanding of mathematics and master the material contained in this course in a meaningful, enduring manner. Most students who complete this course and diligently work through the problems in the textbook will merit a grade of A because their understanding of Algebra I will exceed that of the vast majority of high school algebra students. Parents who would like additional guidance with regard to grading should work directly with the instructor.

Credit:            This is a full course that may be counted by the homeschool parent as a complete high school credit in Algebra I.



## Geometry: Euclid and the Art of Problem Solving

This is a full course in high school geometry. The class is based on *The Art of Problem Solving Introduction to Geometry* book. All 19 chapters will be covered. In addition, the study of proofs will be enhanced by selections from Euclid's seminal work, *The Elements*, and experience with modern "paragraph" proofs as well as the traditional two-column high school proofs. This class includes a thorough treatment of geometric constructions and an introduction to trigonometry.

The student should expect to do a substantial number of exercises outside of class with 5-6 hours of homework each week.

Instructor      Jeannie Genoese-Zerbi

Day(s)            Wednesday & Friday

Times             12:00 pm- 12:55 pm

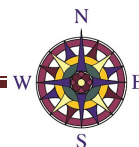
Duration:        Year-long (30 weeks)/ Register by year with split payment option

Supplies:        Students must purchase the *Introduction to Geometry* textbook, and *Introduction to Geometry Solutions Manual* from the Art of Problem Solving. Both are available at [www.artofproblemsolving.com/store](http://www.artofproblemsolving.com/store). In addition, each student will need a compass and straightedge for constructions. A calculator is required for trigonometry during the fourth quarter. The TI-84 is recommended because of the extent to which it has become the high school standard.

Prerequisites:   Algebra I, and the maturity to complete and check homework independently.

Grading:         Grades will not be given in this course. The instructor's objective is for each student to deepen his or her understanding of geometry and mathematical proof, and master the material contained in this course in a meaningful, enduring manner. Most students who complete this course and diligently work through the problems in the textbook will merit a grade of A because their understanding of geometry will exceed that of the vast majority of high school geometry students. Parents who would like additional guidance with regard to grading should work directly with the instructor.

Credit:            This is a full course that may be counted by the homeschool parent as a complete high school credit in Geometry.



## PreCalculus: The Art of Problem Solving

The class is based on the *Art of Problem Solving: Precalculus* book. All 13 chapters will be covered. Topics include trigonometric functions, trigonometric identities, trigonometric proofs, parameterization, polar coordinates, complex numbers, matrices, vectors and vector geometry.

The student should expect to do a substantial number of problems and exercises outside of class with 6 hours or more of homework each week.

Instructor      Jeannie Genoese-Zerbi

Day(s)            Friday

Times             1:00 pm- 2:55 pm

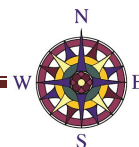
Duration:        Year-long (30 weeks)/ Register by year with split payment option

Supplies:        Students must purchase the *Art of Problem Solving: Precalculus* textbook, and *Precalculus Solutions Manual* from the Art of Problem Solving. Both are available at [www.artofproblemsolving.com/store](http://www.artofproblemsolving.com/store). A calculator is required for this course. The TI-84 is recommended because of the extent to which it has become the high school standard.

Prerequisites:   Algebra II and Geometry

Grading:         Grades will not be given in this course. The instructor's objective is for every student to be prepared to test into university level calculus with ease, due to their deep understanding of precalculus concepts. Most students who complete this course and diligently work through the problems in the textbook will merit a grade of A. Parents who would like additional guidance with regard to grading should work directly with the instructor.

Credit:            This is a full course that may be counted by the homeschool parent as a complete high school credit in PreCalculus.



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## Special Topics in High School Math: Skills & Strategies for the *NEW SAT*

Whether you're getting close to taking the PSAT, the SAT, or the ACT, this class will help you develop the mathematical skills and the confidence you need to demolish standardized tests! Each class will begin with a lesson focused on a specific content area covered by the SAT. Whether the topic is new or review, we'll pull the ideas together so you'll be ready to tackle SAT style problems related to that topic. As with all mathematics, there are multiple ways to approach every SAT type question. Once students have solved a particular problem, we'll go back and consider an array of possible approaches. One of our objectives is to increase speed, not by doing the same work faster, but by finding a shorter route to the same correct answer. Students will learn to do rapid assessment and improve their ability to work through problems quickly and accurately. Any topics beyond Algebra I that are required to solve a problem will be covered in class.

The student should expect to spend 1-2 hours each week on homework problems.

Future topics in this series include: Number Theory (2nd quarter), Combinatorics (3rd quarter), and Graph Theory (4th quarter)

Instructor      Jeannie Genoese-Zerbi

Day(s)            Friday

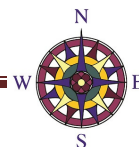
Times             10:00 am - 10:55 pm

Duration:        4 quarters (30 weeks)/ Register by quarter (7-8 weeks)

Prerequisites:   Algebra I

Grading:         Grades will not be given in this course. The instructor's objective is for each student to deepen his or her understanding of selected topics in mathematics. Parents who would like additional guidance with regard to grading should work directly with the instructor.

Credit:            This is a component course that may be counted by the homeschool parent as part of a high school credit in math or an elective.



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## **LANGUAGE ARTS**

### **Literary Criticism: Doubling Discourse- Shakespeare**

In this unique literature and critical writing class, students will follow the evolution of modern literature from its roots in the plays and early novels of England, across the Atlantic to the short stories and essays of pulp literature in America. The class will examine this progression of literature through the works of one playwright (Shakespeare); two novelists (Dickens and Shelley); four short story writers (such as Poe, Fitzgerald, Salinger, or Bradbury) and eight American essayists.

During first quarter, the class will study Shakespeare through select scenes and key acts of some of his well-known comedies and tragedies such as "A Midsummer Night's Dream", "Hamlet", "As You Like It", "Macbeth", "Twelfth Night", and/or "Romeo & Juliet." Students will learn to identify ways Shakespeare dealt with narrative conflicts and how to analyze character development and pivotal scenes.

Emphasis in this class will be on critiquing literature, forming a thesis statement, writing literary commentary, and citing examples to defend the opinion. Literary criticism is one of the forms of higher-level writing needed for a student to transition from a casual writer to an academic and ultimately college-level writer. Criticism follows an analytical structure that parallels the way scientists approach problem-solving by selecting an area of study, developing a thesis or theory, and then supporting it with evidence.

Students will prepare short, weekly written assignments, some of which will be published as class bulletins or pamphlets. Publishing is used to teach writing/revision and to share our learning with a wider audience beyond our class. Publishing allows students to develop polished writing and presentations that become part of their high school portfolio. In the process of creating portfolio pieces, students strengthen communication and organizational skills (writing, discussion, emailing, meeting deadlines, presenting) that have direct real world application. In addition, there will be a final, quarter-long presentation or report to share findings and defend a thesis.

The student should expect to spend 2-3 hours per week on writing homework, investigation, or reading for this class. The class will meet twice a week with Wednesdays introducing the concepts and vocabulary of the literature and authors, and Friday serving as a writing lab to explore the mechanics of writing criticism.

Future topics in this series include: Literary Criticism: Doubling Discourse- Novelists X 2 (2nd quarter); Literary Criticism: Doubling Discourse- Short Story Writers X 4 (3rd quarter) and Literary Criticism: Doubling Discourse- Essayists X 8 (4th quarter).

Instructor      Anne Sharp

Day(s)            Wednesday & Friday

Times             11:00 am - 11:55 am

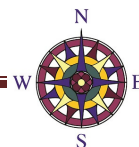
Duration:        4 quarters (30 weeks)/ Register by quarter (7-8 weeks)



**Grading:** The instructor will provide qualitative feedback on the student's class participation, preparation, and understanding of the material for the parent to assign a grade in the context of the student's overall study of this and related topics.

**Credit:** This is a component course that may be counted by the homeschool parent as part of a high school credit in English or language arts elective.





## **Non Fiction Writing: Advocacy: Developing a Platform**

Do you wish you spread the word about environmental problems, rally others to save an endangered species, or improve the plight of homeless people in your community? This high school nonfiction class is for students who want to put their research and writing to work for others and for themselves! Students will develop the real-world writing skills to inquire, advocate, defend, and influence the topics or issues they care about. These are skills that transfer to personal advocacy realms: college admissions, internships, interviews, or career networking.

Drawing inspiration from issues in the media and world around them, students will learn the "Ps" of creating a platform. Over the course of the year, students will learn to Propose an issue, define a Problem, Prepare research, state a Position, develop a Platform, Promote a view, Package a message, Practice a campaign, Persuade an audience, examine alternate Perspectives, and Perfect and Perpetuate their message.

During first quarter, students will focus on the identification and investigation of an issue or topic they wish to promote. Students will research resources and find experts on their topic. They will learn to identify bias, prejudice and propaganda. They will recognize the difference between objectivity and subjectivity in the media and in research and writing. With a focus on credible/reliable sources, students will gather information and statistics, conduct interviews, explore opposing views and define/refine the problem—while learning to document sources along the way. Writing assignments for first quarter might include keeping a research journal, documenting and taking notes on sources, crafting interview questions, quoting and paraphrasing, writing a recap of expert interview, drafting and editing the platform position statement, or writing from the opposite position.

Future quarters will continue the work on student's platform issue including looking at how to convey and advertise the message, branding the position, debating and defending the platform, evaluating other perspectives, and final promotion of the "campaign." Writing assignments throughout this course will cover many forms and formats to create a well-rounded non-fiction composition portfolio with selections such as letters to the editor, brochures, speeches, scripts, essays, opinion pieces, and rebuttals.

The student should expect to spend 2-3 hours per week on assignments for this class. Writing assignments throughout this course will cover many forms and formats to create a well-rounded non-fiction composition portfolio with selections such as letters to the editor, brochures, speeches, scripts, essays, opinion pieces, and rebuttals.

Future topics in this series include: Non-Fiction Writing: Developing a Platform: Position (2nd quarter); Non-Fiction Writing: Developing a Platform: Persuasion (3rd quarter); and Non-Fiction Writing: Developing a Platform: Perspectives (4th quarter)

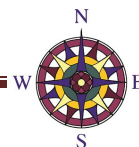
Instructor     Anne Sharp  
Day(s)         Friday  
Times           1:00 pm - 1:55 pm

## Compass Homeschool Enrichment

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- Duration:** 4 quarters (30 weeks)/ Register by quarter (7-8 weeks)
- Grading:** The instructor will provide qualitative feedback on the student's class participation, preparation, and understanding of the material for the parent to assign a grade in the context of the student's overall study of this and related topics.
- Credit:** This is a component course that may be counted by the homeschool parent as part of a high school credit in English or language arts elective.



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## Information Masters: HS Research Fundamentals- Media Literacy

Information Masters transforms students into savvy consumers and producers of information capable of navigating today's intimidating infosphere. This class introduces the latest in electronic resources for research (sorry, no card catalogs here!). Each week students will develop new media literacy skills necessary for high school and college research writing.

During the first quarter, students will explore print and electronic resources while refining their ability to determine informational needs. Students will be introduced to a wide array of resources, including academic search engines, scholarly databases, and primary sources. In addition, students will learn how to select the best resource for their informational need and not merely the first one that pops up. Students will discuss the ethical use of information and create an accurate bibliography with MLA format through an online bibliography generator.

Students should expect 1-2 hours on homework each week outside of class.

Future topics in this series include: HS Research Fundamentals: Extracting Details (2nd quarter); HS Research Fundamentals: Synthesizing and Organizing (3rd quarter); and HS Research Fundamentals: Presentations (4th quarter).

Instructor Megan Reynolds

Day(s) Friday

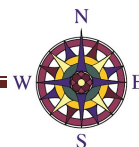
Times 11:00 am - 11:55 am

Duration: 4 quarters (30 weeks)/ Register by quarter (7-8 weeks)

Supplies: All students are required to have a library card, preferably from Fairfax County Public Library. Students should bring laptop computers or tablet devices to class to access information and work on assignments.

Grading: The instructor will provide qualitative feedback on the student's class participation, preparation, and understanding of the material for the parent to assign a grade in the context of the student's overall study of this and related topics.

Credit: This is a component course that may be counted by the homeschool parent as part of a high school credit in English or language arts elective.



## **HISTORY**

### **3D History: The Rise of Japan, WWII in the Pacific, 1941-42**

Students will engage in a hands-on 3D battle strategy game and battle analysis using Al Gaspar's Historicon award-winning dioramas! Over two quarters students will study the progression of the entire pacific campaign, starting in the first quarter with the defeats at Pearl Harbor, the Philippines, and Wake Island in 1941, to the turning point at Midway, and the Allied island hopping offensive starting at Guadalcanal in 1942. From massive naval action at Pearl Harbor and Midway using several scales of Axis and Allies miniatures, to the 1:72 miniature island combat reenactments, students will study the technical and strategic elements that led to the outcomes of the battle, and attempt to recreate the Japanese or American successes (or failures). Upon finishing this quarter, every student will understand the conditions that led to war, the objectives for both sides and how successful or realistic these objectives were, both from a modern academic point of view and from the historical point of view given each country's available information. This will be accomplished with primary sources; news reels from the time, propaganda material, and modern analysis. The instructor will provide online access to all of this material via Google Drive.

The student should expect to spend 1-2 hours outside of class each week viewing sources that the instructor provides, discussing the class at home, and drawing connections between the supplemental material and class discussions.

Future topics in this series include: 3D History: Operation Downfall, the end of the Empire of Japan 1944-1945 (2nd quarter). The Napoleonic Wars will be covered in the 3rd and 4th quarters.

Instructor      Taliesin Knol

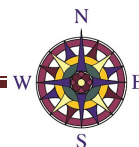
Day(s)            Friday

Times             12:00 pm - 1:55 pm

Duration:        4 quarters (30 weeks)/ Register by quarter (7-8 weeks)

Grading:         The instructor will provide qualitative feedback on the student's class participation, preparation, and understanding of the material for the parent to assign a grade in the context of the student's overall study of this and related topics.

Credit:            This is a component course that may be counted by the homeschool parent as part of a high school credit in American History, World History, or history elective.



## American Civil War Awakenings: Voices from the North

How did fiction and poetry help awaken the abolition movement in America? This class is not a study in campaigns, tactics, and military might, but rather goes beyond the battlefield to take an "intellectual" look at catalysts that lead up to the American Civil War. Students will experience a fascinating, interactive, documentary-style study of the intellectual side of the Civil War. This class will analyze the causes of the Civil War and arguments of the era through multiple perspectives, and students will gain a greater insight into how and why the war was fought, won, and lost.

Students will examine the writings of antebellum America, particularly works coming from northern authors. Beginning in the 1830s, American literature became a voice for abolitionists to criticize the practice of slavery in the south. During this era, American writers used fiction and poetry to expose the contradictions of a slave-based economy in a republic that was centered on liberty. The study looks at how these works of literature shaped the debate over slavery in the mid-19th century and contributed to the hardening of northern opinion prior to the Civil War.

The student should expect to spend 1-2 hours outside of class each week completing assigned reading. Students may print out the instructor's keynotes before class as a structure for noting details of interest during class. Students will also be sent links to do pre-reading for class. Students will be assigned a project to enhance their connections with the quarter's topic.

Future topics in this series include: The Closing of the South (2nd quarter), The Impending Crisis (3rd quarter), and Echoes Around the Globe (4th quarter).

Instructor     Albert Thompson

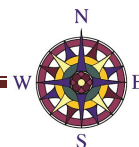
Day(s)         Friday

Times           10:00 am - 10:55 am

Duration:      4 quarters (30 weeks)/ Register by quarter (7-8 weeks)

Grading:      The instructor will provide qualitative feedback on the student's class participation, preparation, and understanding of the material for the parent to assign a grade in the context of the student's overall study of this and related topics.

Credit:         This is a component course that may be counted by the homeschool parent as part of a high school credit in US History or a history elective.



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## Historical Illuminations: Medieval Upheaval

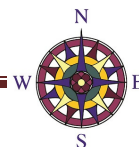
Students will be immersed in detail and fully engaged in this intensive history course led by well-known homeschool instructor and historian Hugh Gardner. We begin with the aftermath of the Norman Conquest of England, the Saxon resistance, the historical outlaw Hereward, and the legendary outlaw Robin Hood. Then we go back in time to the Byzantines, the Sassanids, and the early history of and rise of Islam through the Great Arab Conquests and the start of the Crusades.

This is no ordinary history class as Mr. Gardner surrounds the students with vivid posters, maps, charts, primary sources, and artifacts. Students will be able to examine and handle period pieces such as antique and replica weapons and military accoutrements of the era while learning how these tools helped shape the battlefields and turning points in history. Students will be introduced to the art, music, and literature of the times in addition to warfare and politics. With an emphasis on primary sources, students will examine historical atlases and original writings, all in a fun and interactive setting. Students will also play historical games and earn historical trading cards for class participation.

The student should expect to spend 2 hours outside of class each week completing assigned reading.

Future topics in this series include: Historical Illuminations: Medieval: Crusades and Conquests (2nd semester)

Instructor	Hugh Gardner
Day(s)	Wednesday
Times	9:30 am - 12:00 pm
Duration:	2 semesters (30 weeks)/ Register by semester (14 & 16 weeks)
Materials:	Students will be asked to purchase two-three books for class (approx \$25.00 used/very good condition or \$45.00 new purchase). In addition, an annotated bibliography is provided for suggested readings to supplement the course material.
Grading:	At the parent's request, the instructor will provide qualitative feedback on the student's class participation, preparation, and understanding of the material for the parent to assign a grade in the context of the student's overall study of this and related topics.
Credit:	This is a full course that may be counted by the homeschool parent as a high school credit in World History or a history elective.



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## **HUMANITIES**

### **Philosophically Speaking**

Philosophy is not about finding life's answers. It's about considering life's questions. This discussion-based class, will introduce the vocabulary of philosophy and explore some of philosophy's "greatest hits," weaving together the work of specific philosophers (classic and modern) with thought experiments and real-life examples. From Plato's "Ring of Gyges" to John Searle's "Chinese Room", this practical philosophy class will provide a context for students to think more deeply about the choices and experiences of their everyday lives. Because of the nature of the assignments, excellent reading skills (high school+ level) and the maturity to participate in thoughtful discussion are necessary.

The student should expect to spend 1-2 hours per week on assigned readings for this class.

Future topics in this series include: More Philosophically Speaking (2nd quarter), others *tbd*.

Instructor      Christine Keen

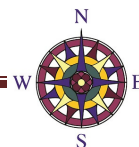
Day(s)            Wednesday

Times             1:00 pm- 1:55 pm

Duration         4 quarters (30 weeks)/ Register by quarter (7-8 weeks)

Grading:         At the parent's request, the instructor will provide qualitative feedback on the student's class participation, preparation, and understanding of the material for the parent to assign a grade in the context of the student's overall study of this and related topics.

Credit:            This is a component course that may be counted by the homeschool parent as part of a high school credit in World History or a humanities elective.



## **Introduction to Comparative Religion: Eastern Faiths**

Why is Easter, the most holy celebration of Christianity, named for an ancient European goddess? Why do Sufi dervishes "whirl?" Why do some people shave their hair, while others refuse to cut it, both in order to please God? How have nations, including the United States, been shaped by religion? Are all religions just different ways of saying the same thing, or do they have real differences as well as similarities? If you are curious about the history of religion and the beliefs and practices of different religions around the world, including those of your neighbors here in Northern Virginia, you will enjoy studying comparative religion.

What a rare opportunity! For most of human history, in nearly every society, neither religious diversity nor tolerance existed. Discussions about comparative religion were simply not possible. Only recently -- and still in just some parts of the world -- have we been able to enjoy calm, fruitful, and respectful conversations about religion that are not "catechism" (a term that means instruction in a particular faith). Those kinds of conversations are what students can expect in our study of comparative religion. This class will look at how and why religion plays such an important role in the lives of many ordinary people. Understanding our neighbors' belief systems and assumptions, even if we do not share them, can help everyone get along in a pluralistic world. Classes will include discussion, role play, and presentations. Once each quarter, the class will have a guest speaker to learn more about the values, beliefs, and practices of world religions.

The student should expect to spend two hours outside of class each week to complete readings, watch videos, and sometimes create a brief written assignment or artwork. For those interested in covering more, there will be additional, optional material suggested by the instructor.

Topics in this series include: Eastern Faiths: Hinduism and Buddhism (quarter 1); Western Religions: Judaism, Christianity, and Islam (quarter 2); Religion in US History (quarter 3), and Persecution, Tolerance, and Interfaith Voices (quarter 4)

Instructor      Tia Murchie-Beyman

Day(s)            Friday

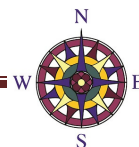
Times             11:00 am - 11:55 am

Duration:        4 quarters (30 weeks)/ Register by quarter (7-8 weeks)

Grading:         The instructor will provide qualitative feedback on the student's class participation, preparation, and understanding of the material for the parent to assign a grade in the context of the student's overall study of this and related topics.

Credit:            This is a component course that may be counted by the homeschool parent as part of a high school credit in World History or a humanities elective.





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## FOREIGN LANGUAGE

### Everyday Spanish Conversation: Yo! (All About Me)

Hola amigos! How about learning Spanish by just hanging out with friends and... talking? This class is all about fun and relevant Spanish conversation that you can use every day whether you are travelling, shopping, or going around town. You can't talk to your online Spanish computer program, textbook or app! You need real people to practice speaking with!

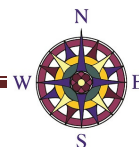
This class is designed to build your confidence as you practice a new language- out loud. Class discussions will be built around things that students want to discuss and will incorporate the vocabulary and enough essential grammar to get the conversation started. First quarter will be the basics of introducing yourself to others and getting to know them. Students will learn how to ask and answer personal questions, learn how to talk about physical descriptions, personal adjectives, and feelings. Students will learn how to describe their activities, hobbies, and interests.

This class encourages students to use their Spanish even as brand-new speakers. This class can be used as an introduction for a new Spanish student or can be used to complement or supplement a more traditional Spanish language curriculum for an emerging speaker. Students who come to the class with more knowledge will be offered challenge words and phrases related to the week's theme.

The student should expect to spend 20 minutes per day on short written or brief technology-based assignments.

Future topics in this series include Everyday Spanish Conversation: Parties and Pasttimes (2nd quarter); Everyday Spanish Conversation: Music and Movies (3rd quarter), and Everyday Spanish Conversation: Going Places (4th quarter).

Instructor	Lisa Alonso
Day(s)	Fridays
Times	10:00 am - 10:55 am
Duration:	4 quarters (30 weeks)/ Register by quarter (7-8 weeks)
Grading:	The instructor will provide qualitative feedback on the student's class participation, preparation, and understanding of the material for the parent to assign a grade in the context of the student's overall study of this and related topics.
Credit:	This is a component course that may be counted by the homeschool parent as part of a high school credit in foreign language.



## **ELECTIVES**

### **Acting Scenes for Teens: *The Princess Bride***

Few movies are as quotable as the romantic-comedy, *The Princess Bride*, directed by Rob Reiner and based on William Goldman's book and screenplay. Students will not want to miss the chance to engage in the hilarious banter, including famous lines like, "Hello! My name is Inigo Montoya! You killed my father! Prepare to die!" or, "Have fun stormin' da castle."

In this acting workshop, students will read through one or two selected scenes each week. Students will be divided into teams in which they will cast their own parts and decide how to bring the scene to life. Students will rehearse dialogue with their team and practice lines at home in preparation for performing the scene show-down the next week. During the following class, the teams of actors will take turns performing the "inconceivable" scene along with sound effects from the actual movie sound track. Teams will be different each week, and students will learn how to give and receive positive, constructive feedback on their portrayals and skills such as facing the audience, projecting their voice, and dramatizing their character through their voice, body language, and movements. Students will learn from the feedback they receive in addition to watching other teams' interpretation of the same scene.

In lieu of comprehensive performance, parents will be invited to a "director's day" during the final week in which they will become the audience and give constructive feedback for the teams one-upping each other and acting out a featured scene. Over the weeks of this course, students will develop the tools needed to be a performer - body, voice, and imagination by playing multiple parts in this twisted fairy-tale adventure and moving closer to their potential as an actor. Students will benefit from experimenting with public speaking in this safe, supportive environment, and enjoy the satisfaction of working as a team. This class is best suited for students who can follow instructions, do their best to memorize lines, and work in a group. Students are encouraged to raid their closets at home to pull together creative costumes.

Future topics in this series include Acting Scenes for Teens: Dr Who (2nd quarter), and more!

Instructor      John Waldron

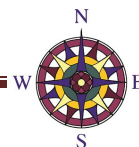
Day(s)            Wednesday

Times             2:00 pm- 2:55 pm

Duration:        4 quarters (30 weeks)/ Register by quarter (7-8 weeks)

Grading:        At the parent's request, the instructor will provide qualitative feedback on the student's class participation, preparation, and understanding of the material for the parent to assign a grade in the context of the student's overall study of this and related topics.

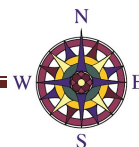
Credit:            This is a component course that may be counted by the homeschool parent as part of a high school credit in fine arts elective.



## **Acting: Auditioning Conditioning**

If you enjoy the drama of theater and want to do more, this is your next step into it. Students will learn how to audition for theater or film, including auditions for: agents, film, television, industrial films, TV ads, and community theatre. They will learn what to expect and how to feel comfortable, including picking the right audition piece and proper etiquette. This class offers a confidence-building experience complete with tips on what to do, and what not to do, in auditions. Students will practice performing cold readings where they are given a script, assigned a part, and asked to read through a scene on the spot. Actors in this class will learn about “acting choices” that can make a difference and help get the part. Emphasis will be on vocal and character development to prepare students for auditions, including a 1-3 minute comedic monologue, 1-3 minute dramatic monologue, and a simple acapella song. Students are encouraged to come with ideas for monologues from play, a book, or a movie. The acting coach will assist students in selecting a monologue or song. Mock student auditions will be video-taped, so they can see what changes can be made to improve the audition. Students will be shown examples of an acting resume and will be given tips on what to include in their own acting resume. Auditioning Conditioning strengthens verbal and non-verbal communication skills that will benefit students for auditions in life, from acting to interviewing. The final class will showcase their process and performance for friends and family. This class is best suited for students who are active listeners, follow instructions, and who can be flexible and adapt.

Instructor	John Waldron
Day(s)	Wednesday
Times	3:00 pm- 3:55 pm
Duration:	1 quarter (7 weeks)/ Register by quarter
Grading:	At the parent's request, the instructor will provide qualitative feedback on the student's class participation, preparation, and understanding of the material for the parent to assign a grade in the context of the student's overall study of this and related topics.
Credit:	This is a component course that may be counted by the homeschool parent as part of a high school credit in fine arts elective.



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## arKIDtecture: Builder Basics: Theme Restaurant Design

Students will learn about architecture and what an architect does through building basics of a theme restaurant design. The class will begin by examining renderings and architectural drawings from a range of restaurants, to learn about the spaces needed in a restaurant related to table seating, food assembly, storage, and service. Students will take inspiration from other themed restaurants that have worked their style into every detail, like Hard-Rock-Cafe, Disney, medieval, underwater, and rainforest restaurants. Then, using their own imagination, students will design a themed restaurant of their own choosing.

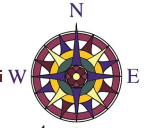
Class instructor, architect Melissa Romano, will share real life design experiences from the recent opening of her own restaurant in Reston. In class, students will learn to read and sketch various views of architectural drawings- floor plans, elevations, sections, and details. Students will learn to measure and draw with an architect's scale and grid paper to create correctly proportioned elements of a building. The class will be introduced to common building code considerations and how to represent different materials (concrete, steel, glass, etc.) on an architectural drawing, as well as how buildings are constructed and structurally designed, with special considerations for building shape, attractive storefront design, delivery access, administrative, cooking, staging, seating, and greeting areas.

Students will undertake a quarter-long project designing a restaurant. As they brainstorm, develop, sketch, modify, and refine their building plans, students will learn about the phases of architectural design: programming, conceptual, schematic, design development, and construction documents, each with successive layers of details- right up to a set of plans a builder can work from. The culmination of the students' design effort will be a design charette (a collaborative working session among designers) where they will present their plans and elevations. Parents will be invited to the charette on the last day. Students should have a solid understanding of fractions and decimals for work with scaled drawings. This class is best suited for students who can follow instructions, complete sequential tasks, and maintain a steady pace with the class as the students work side-by-side on this a long-term project.

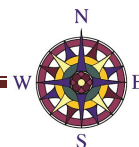
The student should expect to spend one hour per week outside of class looking for images and design materials for their design project.

Future topics in this series include: arKIDtecture: Builder Basics: Radical Rec Center Design (2nd quarter), arKIDtecture: Builder Basics: Resort Hotel Design (3rd quarter) and arKIDtecture: Builder Basics: Basement Build Out (4th quarter).

Instructor	Melissa Romano
Day(s)	Wednesdays
Time(s)	12:00 pm - 12:55 pm
Duration:	4 quarters (30 weeks)/ Register by quarter (7-8 weeks)



- Supplies:** There is a \$25.00 material fee for first time arKIDtecture participants, payable to the instructors on the first day of class for class supply kits. Students with supply kits from previous Building Basics class participation at Compass may pay a reduced materials fee of \$10.00.
- Grading:** The instructor will provide qualitative feedback on the student's class participation, preparation, and understanding of the material for the parent to assign a grade in the context of the student's overall study of this and related topics.
- Credit:** This is a component course that may be counted by the homeschool parent as part of a high school credit in fine arts or a career elective.



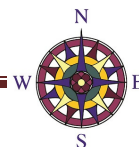
## Cooking for Teens: Fall Fusion Fare

Upscale dishes with complex flavors are featured in our menu this quarter, and teen chefs will learn to taste and recognize ingredients that might not be obvious at first bite. The menu features a variety of fruits and vegetables, and is designed to be nutritious, fun, and simple to make. Each class will focus on a portion of a meal including appetizer, salad, soup, side dish, main dish, and dessert. The teen chefs' culinary adventures will include: Pear and Brie Bruschetta, Broccoli Salad with Grapes, Chilled Avocado Soup, Garlic Ginger Carrots, Thai Chicken and Rice Noodle Bowl, Lemon Rosemary Cake, and Zucchini Potato Casserole. The class will also prepare a bonus recipe, which the teens will collectively choose in the first couple weeks of class! Students will be eating what they make each week and bringing home the recipes and leftovers. These engaging classes will get students excited about helping in the kitchen, experimenting, and trying new foods. Students will be exposed to healthy ingredients they may not regularly eat. They will learn important kitchen skills such as safety, sanitation, measuring, knife skills and tricks of the trade. Culinary vocabulary and terms are introduced each week, with no-pressure verbal review of those words the following week. Notes: Sorry, but students with allergies to food ingredients or dietary restrictions cannot be accommodated in this class. Recipes may contain dairy, wheat, gluten, and eggs. While no nuts are included in recipes, ingredients may come from factories or machinery that also process nuts.

There is no required at-home cooking assignment each week, but students are encouraged to repeat recipes and experiment with substituting ingredients.

Future topics in this series include: Festive Fall Favorites (2nd quarter), Winter Warm-Ups (3rd Quarter), and Savory Spring Specialties (4th quarter) with all new recipes each quarter!

Instructor	Mylene Nyman
Day(s)	Fridays
Time(s)	11:00 am - 11:55 am
Duration:	4 quarters (30 weeks)/ Register by quarter (7-8 weeks)
Supplies:	Students will be asked to bring an apron and plastic storage container with a tight fitting lid. Material Fee: There is a \$40.00 material fee for this course payable to the instructor on the first day.
Grading:	The instructor will provide qualitative feedback on the student's class participation, preparation, and understanding of the material for the parent to assign a grade in the context of the student's overall study of this and related topics.
Credit:	This is a component course that may be counted by the homeschool parent as part of a high school credit in a career elective or optional elective.



## College Conversations: Junior Year Odyssey

The college admissions process should begin in earnest during the junior year of high school and is often a tense time full of angst and anxiety for teens and their parents. Families who wait to begin this process until senior year are setting themselves up for unnecessary stress and obstacles! This course divides the journey into a paced, relaxed passage that facilitates discussion of options (both in class and at home), develops strategies and timelines, charts and tracks applications, and produces a draft of a personal essay for admissions. This course is particularly important to homeschooled teens who may not have access to guidance counselors and school-based college services. Many courses tackle college testing, but this one offers four quarters of planning for the next four years of education!

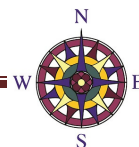
Concepts explored in "Junior Year Odyssey" include seeing what is "out there" in the world of colleges and universities and defining, "where do I want to be?" The class will explore questions of location and size- in state, out-of-state, study abroad and small campuses versus behemoth universities. Students will participate in facilitated discussions and assessments to identify what kind of college environment might suit them best. This class introduces programs of study and how to compare them along with tips on taking college tours.

Future quarters will continue with "Quest for Options" including narrowing the selection, developing a strategy, building and editing a portfolio and how to create a high school transcript from a variety of homeschool classes and experiences. In "Navigating the Application Process", students will learn about the Common App, timelines, keeping track of deadlines, early action/early decision, and seeking letters of recommendation in addition to answering "what are college admissions looking for?" The final quarter of this series, "Crafting a Masterful Essay" examines strategies for creating a compelling personal essay and analyzing writing prompts on the all-important college essays.

The student should expect to spend 1-2 hours each week on outside investigation on class topics

Future topics in this series include: College Conversations: Quest for Options (2nd quarter); College Conversations: Navigating the Application Process (3rd quarter); and College Conversations: Crafting a Masterful Essay (4th quarter).

Instructor	Anne Sharp
Day(s)	Wednesdays
Time(s)	9:00 am - 9:55 am
Duration:	4 quarters (30 weeks)/ Register by quarter (7-8 weeks)
Grading:	The instructor will provide qualitative feedback on the student's class participation, preparation, and understanding of the material for the parent to assign a grade in the context of the student's overall study of this and related topics.
Credit:	This is a component course that may be counted by the homeschool parent as part of a high school credit in a career elective or optional elective.



## Stage Combat Technique: From Sticks to Steel

This is the stage combat sword class you've been dying for! You've learned the basics (the cuts, the parries, the footwork), it's time to step it up a notch. Students will be taught a piece of choreography and spend all quarter perfecting distance, placement, timing, rhythm, footwork, intention, acting, etc. The class will also begin working with metal stage combat weapons - the same kind used in professional productions. The goal of this class is to get very comfortable with the choreography and all the details, and bring it up to professional performance quality. This class demands a high level of personal discipline and focus from the student.

Future topics in this series include: *Creating Compelling And Charismatic Choreography* (2nd quarter) *Weapons? The More the Merrier!* (3rd quarter) and *TBD* (4th quarter).

Instructor      Bette Cassatt

Day(s)            Wednesdays

Time(s)          9:00 am - 9:55 am

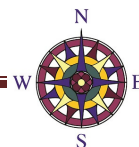
Duration:        4 quarters (30 weeks)/ Register by quarter (7-8 weeks)

Prerequisite:    Students should have taken a previous stage combat class and preferably had experience with some long sword skills, such as light saber, or related fencing instruction. Instructor approval is required to register for this class, based on an audition assessment of required skills.

Grading:         The instructor will provide qualitative feedback on the student's class participation, preparation, and understanding of the material for the parent to assign a grade in the context of the student's overall study of this and related topics.

Credit:            This is a component course that may be counted by the homeschool parent as part of a high school credit in a physical education, performing arts, or optional elective.





### COMPASS PROGRAM APPROACH

Commencing with Fall 2015, Compass now offers classes for high school students. The expectations and approach for Compass high school classes are explained below:

1.0 Philosophy: Compass believes it is the homeschool parent's responsibility to plan a course of study, craft the student's transcript, and award grades. It is the parent's responsibility to determine how each Compass class fits into his/her child's overall portfolio. A Compass class that one parent identifies as a core requirement may be considered an elective element by another parent, or simply an enrichment activity by another. It is the parent's responsibility to determine how a Compass class will be "packaged" with other opportunities such as small group classes, online courses, independent study, dual enrollment, work-study, personal projects, internships, travel, reading lists, volunteer work, etc., to achieve completion of a high school credit.

2.0 Award of Credit Hours: It is the parent's responsibility to track the number of hours spent on a topic of study and award the corresponding Carnegie credit hours. Compass makes no representation about the hours spent in class as compared to typical Carnegie credit hour unit. Alternately, the homeschool parent may take the approach of awarding high school credits for work accomplished in a subject. In this approach, the homeschool parent determines the amount of work expected and how much each Compass class contributes to that goal. See the referenced article by the HEAV organization discussing the credit hour approach versus the work accomplished approach of homeschool high school work.

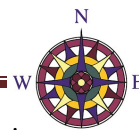
3.0 Grades: Grades will not be awarded in Compass classes. Instructors of high school level classes will provide qualitative feedback on each student's performance, understanding of the subject, class participation, portfolio progress, areas for improvement, etc., so the homeschool parent can award a corresponding grade.

4.0 Transcripts/Portfolios: Since Compass does not provide a complete high school solution, student transcripts are not maintained by Compass. Parents are encouraged to keep their own portfolio such as a record of the class description, instructor name and qualifications, weekly instructor e-mails, schedule/hours, class syllabus, table of contents from any textbooks, papers written, projects produced, and any other relevant work for purposes of developing their own portfolio and transcript.

5.0 Scope/Sequence: Compass high school classes are not designed to mimic courses offered at a typical public high school. A Compass high school class with a similar name as a typical public high school class may cover different scope and sequence in a different number of classroom hours.

6.0 Prerequisites/Expectations: Some Compass high school classes will have prerequisite knowledge or minimum skills needed. Other classes also have expectations about a student's anticipated workload outside of class, projects, homework, etc. Please read class descriptions carefully for this information.

7.0 Priority Registration: For Compass high school classes that are part of year-long series (four quarters or two semesters), continuing students will have an opportunity for priority registration several days in advance of early registration before the class spaces are available to the public.



8.0 Year Long Courses/Payment: For year-long high school classes, parents may opt to pay the tuition in two installments. The first half would be due at the time of early registration, and the second half of the tuition would be due by August 31. There is a \$25.00 administrative fee added for the two-part payment. Registration and first half payment is an implied contractual agreement to pay for the balance of the class. Failure to pay the second half of the tuition by the due date will result in complete forfeiture of the first half paid. Payment for quarter-long and semester long classes is due at the time of registration.

9.0 High School Instructors: Compass makes no representation that its courses are accredited or that instructors hold any teaching licenses or professional certifications, although some do. Parents are responsible for reviewing the online profiles of each instructor to evaluate his/her qualifications to provide instruction and meet the family's educational needs.

10.0 Younger Students in High School Classes: For classes noted as 9th-12th grade or for high school students, accelerated 8th grade students (grade if enrolled in traditional school by birth date and age 13 by September 30) may register for the class subject to the Age/Grade Level placement guideline in section 2.0 of the Compass policies. 8th grade students (13 years old) must be socially and emotionally mature enough to participate in high school level discussions and complete high school level readings and workload.

11.0 AP Exams: AP exams that correspond to AP approved courses at Compass will not be administered at Compass. Per section 22.1-254.1, part F, of the Code of Virginia, AP exams are made available to homeschool student through their local school division. High school students should contact the school's guidance counselor to register and pay for AP testing if needed.

## COMPASS POLICIES

Families are expected to review all Compass policies as posted on the website at <http://www.compassclasses.com/policiesfaqs-2/> In particular, families should review policies related to:

- Age/Grade Level Placement (section 2.0)
- Refunds/Withdrawal from Class (section 9.0)
- Conduct (section 13.0)
- Drop Off/Supervision for Teens (section 19.3)

## NOTES

1. For complete instructor profiles and qualifications, please see Compass website.

## QUESTIONS

For general questions on Compass Homeschool Enrichment see the website, [www.compassclasses.com](http://www.compassclasses.com)

For specific questions, please e-mail [admin@compassclasses.com](mailto:admin@compassclasses.com) or call 703-544-5332.