

Specialization Pathway Handbook

(Revised and updated, May 2021)

Purpose and Mission Statement

We believe that all students can develop a love for learning, a desire for knowledge, and the ability to strive for and reach goals. Our philosophy is to serve the needs of the whole child via an engaging program in a fun and positive atmosphere. We have a supportive learning community with highly qualified staff and a rigorous curriculum that is differentiated for all levels to ensure that every student can succeed.

Our individualized educational program, and personal attention for each student are designed to meet the individuality of each student. We help students acquire the skills they need to reach their goals for their future education, career, and life. Students are the center of all we do, and their needs, outcomes and achievement inform our programs, our curriculum, our instruction, our school, and how we do business.

The mission of Greenways Academy is to motivate, educate, and graduate every student.

Greenways Academy values all students and families regardless of background, race, ethnicity, socio-economic status, gender identity, or disability. We are a safe place for all students to learn, grow, explore, and express themselves. Our families are an integral part of our dynamic learning community and we strive to provide ample support and opportunity for all stakeholder involvement in support of our students.

All are welcome. All are valued. All are supported.



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EXPLORE YOUR PASSION!

SPECIALIZATION PATHWAYS PROGRAM

Juniors and Seniors (11th & 12th Grades) can choose to develop a project and portfolio in any of the following areas. Certificates of completion at each level are presented to students annually. A "Certificate of Specialization" for any and all completed paths will be awarded. (Note: The completion of a specialization will meet the Oregon Diploma Requirements for the Extended Application and the Career Related Learning Skills.)

Specializations are opportunities for students to dig deeply into an area of interest or passion in their everyday lives and explore other things in the same category to develop a foundation of skills in the pathway. There are 9 Specialization categories with multiple sub themes as well as an Honors Diploma track. Students develop an electronic portfolio that includes a written report of the project, a presentation, and all artifacts required.

Students choose an area, select a mentor, and develop a proposal to begin the process. Students work towards the completion of the project and can earn time for completing courses, activities, tasks, and challenges. Activities move the student along a path of awards that culminate in the opportunity to earn a Certificate of Specialization. Certificates of Specialization at each level are presented to students annually at the end of the school year. Certificates of Specialization for all completed pathway projects will be awarded.

Students can choose to participate in the program in the following ways:

Experimentation/Experiential Elective: Students who do not want to focus on one area may participate in the program and earn points that culminate in recognition and awards in multiple categories with no defined focus nor plan of participation. No Certificates are awarded for this option, however students can get an "Experiential Elective" half credit.

Specialization: Students pick a category, select a mentor, develop a proposal and complete a comprehensive project. Once they have completed the requirements of the project for the Specialization, they may petition for the Certificate. The petition will be made to their advisor who will assemble a team to hear the presentation of the student.

The student will prepare a presentation to a team of staff and other stakeholders in which they share their portfolio products and share what they did, what they learned, and how they see their learning playing a role in their future. The team will evaluate the level of difficulty of the tasks, the quality of the presentation, and determine if the student "passes" or "needs further evidence". When a student is asked for "further evidence" they will be given guidance as to what the team feels is lacking. The team will provide specific steps the student can take to complete. Students then will request a "Secondary Review" from the panel and present again.

Elective Credit for Project Completion: Students may earn elective credit by selecting an approved mentor and completing the required categories in a coordinated plan that is accompanied by a log (verified by the mentor)

that documents 90 hours of work towards their specialization.

Specializations – Pathways

(See below for associated courses)

- Social Systems & Global Citizenry: *The Family, Society, Business, Tourism, Civics & Education*
- Science & Innovation: *Critical Thinking, Experimentation, Scientific Inquiry & Research*
- Craftsmanship & Artisanry: *Artisanship, Building/Construction, Engineering, Metalsmithing, Machines, Outdoors & Culinary*
- Technology & Cybersecurity: *Technology, Computers & Information Systems, Cybersecurity*
- Artistry & Style: *Style, Design, Fashion, Cosmetology, Fine Arts, Visual Arts, Performing Arts & Aesthetics*
- Historical Perspectives: *History, Heritage, Genealogy, Diversity Studies, Equity Studies, Social Progress, Social Justice & Culture*
- Natural Studies: *The Natural World, Agriculture, Environment & Living Systems*
- Communications: *Modalities of Communication, Public Speaking, Interpersonal Systems, Languages, Journalism, Creative Expression & Writing*
- Wellness: *Health, Nutrition, Exercise Science, Fitness & Lifetime Wellness*
- Honors: *Honors, AP, Advanced Classes & Dual-Credit Coursework (College/H.S.)*

Instructions...

Select your Specialization Area and the Pathway you wish to pursue.

There are two ways to specialize, project-based learning experiences and an academic synthesis project.

Project-Based Learning Experiences

Students may receive a Project-Based Learning Experience Specialization Certificate in the following way:

- Step 1 - Brainstorm project ideas with your advisor.
- Step 2 - Identify a mentor - work with them to hone your project and develop a proposal that includes:
 - Your process and rationale for choosing your project.
 - A signed verification from your mentor agreeing to be part of your process.
 - A list of the classes, activities, etc. that you will utilize as part of the project.

- A Career-Related Learning Standard Log where you will list and correlate the following activities as INTEGRAL PARTS of your project:
 - Communication (with mentor, advisor, any organizations or individuals involved in your project, etc.)
 - Teamwork (with mentor, advisor, any organizations or individuals involved in your project, etc.)
 - Problem Solving (organization, materials, planning, etc.)
 - Personal Management (time, effort, work, attention to detail, etc.)
- Any other information required by your advisor or mentor as part of the project.
- A time log that will document at least 90 hours of project-related work and activities .
- Step 3 - Submit your proposal and meet with your advisor.
- Step 4 - Complete and compile all the components of your project.
- Step 5 - Develop your final project presentation.
- Step 6 - Present your project to the Specialization Panel.

Academic Synthesis Project:

An Academic Synthesis Project requires students to choose a career or career cluster and develop a research paper and presentation. The student will complete 4 Credits of academic courses listed in the area. The project will demonstrate how the student has identified the correlation from academic coursework (in core and elective areas) to the actual skills and abilities needed for the selected career or career cluster.

Students may receive an Academic Specialization Certificate in the following way:

- Step 1 - Choose a Career or Career Cluster from one of the Specializations.
- Step 2 - Work with your advisor to determine the academic area and courses that you have taken and will take if needed to meet the parameters of the Specialization. The student will complete 4 Credits of academic courses listed in the area.
- Step 3 - Develop a Matrix with your advisor to document the synthesis of coursework and areas. Maintain the matrix continuously as learning is identified. The project must include the role of the core areas of English Language Arts, Mathematics, Science and Social Studies in the synthesis.
- Step 4 - Complete coursework with a 3.0 GPA in the classes listed in the Specialization courses listed in the project.
- Step 5 - Work with your advisor to develop the outline of the paper.
- Step 6 - Write the paper in APA or MLA format with citations, appendices and any graphs or charts, etc.
- Step 7 - Develop your final project presentation.
- Step 8 - Present your project to the Specialization Panel.

Coursework Associated with Each Pathway

Please Note! Not all courses are offered in all areas, and there are courses that are not listed here. If you are taking a course through Greenways Academy that is not listed here, you can petition to have it included in your project plan.

Social Systems & Global Citizenry

The Family, Society, Business, Tourism, Civics & Education

Required Course(s): Social Issues

Themes of the Specialization (indicates required):** **Equity, ** Citizenship Rights & Responsibilities, **Global Citizenry, Social Media, Philosophy, Civic Service, Government & Society, Financial Awareness & Economics, Personal Finance, Financial Awareness & Economics, Personal Finance, Laws & Society, Social Justice, Historical Perspective, Activism, Psychology, Education, Sociology, Home Skills, Life Skills, Business

Project Ideas:

- Mash any three social media apps and explain the purpose and features of the new app.
- Identify, analyze, and visualize recurring themes in human history; then contextualize those themes in modern society.
- Leverage the wisdom of people living in nursing homes.
- Artfully express, analyze the causes-effects of, or otherwise evaluate population growth.
- Plant and manage a garden to feed local homeless/hungry.
- Solve the problem of negative and/or 'fake news.'
- Dissect the 'anatomy' of viral web content, memes, or social media arguments.
- Help a local business that does 'good work' market itself to younger audiences.
- Start and run a profitable business that is 'aware' of its impact on the world.
- Create a photo documentary, then turn that into a film documentary.
- Define, Analyze, and Visualize an Abstract Concept (Wisdom, Freedom, Conflict, etc.).
- Re-imagine the American Constitution—or similar governing documents—as if designed today.
- Create and publish a weekly or monthly podcast on a self-selected topic based on market data.
- Film a documentary on an under-served social issue few people see.
- Imagine and articulate a community where neighbor-to-neighbor and neighborhood-to-neighborhood interaction was necessary to survive.
- Design a school, including new content areas, grading, collaboration, and community involvement.
- Solve a problem your parents have (scale is important here—choosing what to try to solve that's worthy of an entire project and your best thinking and design).
- Revise the United Nations in some way, shape, or form to better respond to international crises.
- Redesign your city to reduce the need for extended commutes.

Society Pathway			
Social Issues & Problems	Interpersonal Relations	Education & Family Studies	Law & Order
**Social Issues (9th ok)	**Social Issues (9th ok)	**Social Issues (9th ok)	**Social Issues (9th ok)
Introduction to Social Media (9th/10th ok)	Introduction to Social Media (9th/10th ok)	Principles of Education and Training A	Introduction to Criminology (9th/10th OK)
Social Media: Our ConnectWorld	Psychology A	Principles of Education and Training B	Careers in Criminal Justice 1a: Introduction
Sociology (10th ok)	Psychology B	Child Development and Parenting A	Careers in Criminal Justice 1b: Finding Your Specialty
Social Problems 1: A World in Crisis	Personal Psychology 1: The Road to Self-Discovery	Child Development and Parenting B	Criminology: Inside the Criminal Mind
Social Problems 2: Crisis, Conflicts and Challenges	Personal Psychology 2: Living in a Complex World	Early Childhood Education 1a: Introduction	Law and Order: Introduction to Legal Studies
Sociology 1: The Study of Human Relationships	Introduction to World Religions	Early Childhood Education 1b: Developing Early Learners	Introduction to Forensic Science
Sociology 2: Your Social Life	World Religions: Exploring Diversity	Personal Finance	Forensics: The Science of Crime
LBCC - SOC 206 Gen Soc: Soc Probs & Issues (3 cr)	Women's Studies: A Personal Journey Through Film	Personal and Family Finance	Forensic Science 2: More Secrets of the Dead
ASU - SOC 101 - Intro to Sociology	Women's Studies		Introduction to Military Careers (9th/10th ok)
LBCC - PHL 202 Elementary Ethics (3 cr)	Native American Studies: Contemporary Perspectives		National Security
LBCC - HUM 101 Humanities (3 cr)	African American Studies		
Philosophy: The Big Picture			
LBCC - PHL 201 Intro to Philosophy (3 cr)			

Business Pathway	
Entrepreneurship & Finance	Hospitality
**Social Issues (9th ok)	**Social Issues (9th ok)
Principles of Business, Marketing And Finance A	Principles of Hospitality and Tourism A
Principles of Business, Marketing And Finance B	Principles of Hospitality and Tourism B
Entrepreneurship A	Hospitality and Tourism 1: Traveling the Globe
Entrepreneurship B	Hospitality and Tourism 2a: Hotel and Restaurant Management
Accounting A	Hospitality and Tourism 2b: Hotel and Restaurant Management
Accounting B	
ASU - ACC 231 - Uses of Accounting Information 1	
Introduction to Finance	
International Business	
Sports and Entertainment Marketing	
Personal Finance	

Science & Innovation

Critical Thinking, Experimentation, Scientific Inquiry & Research, Astronomy, Forensics, Environmental & Green Science, Anthropology & Archeology

Required Course(s): Revolutionary Ideas in Science

Themes of the Specialization (indicates required):** **Research Practices, Scientific Reasoning, Conduct Research, Innovation, Integration of Sciences, Descriptive Investigation, Comparative Investigation, Experimental Investigation, Scientific Inquiry

Project Ideas:

- Inventory the world's most compelling ideas in an elegant and browsable interface.
- Visually demonstrate the galaxy's behavior from changing a single parameter (e.g., the gravity level of a single planet).
- Experiment with plant genetics (plant hybrids, cross-breeding).
- Find out the differences in properties and effects of organic vs. chemical fertilizers.
- Investigate the effects of sunspots on weather patterns.
- Work with methods for forecasting weather.
- Determine chemical makeup of rain in your area; test possible hazardous effects.
- Study acoustic models and methods of noise control.
- Develop improvements in battery chargers; try methods of using solar cells to recharge batteries.
- Experiment with building materials that are fire-preventative.
- Design a project in advanced robotic programming.
- Build a sensor-moving advanced bristlebot robot.
- Develop a feasible response to potential asteroid → earth collisions.
- Test the effects of the pH level of a solution on the corrosion of iron and copper; explore different methods of corrosion prevention.
- Experiment with types, effectiveness, and impact on the nutritional value of preservatives in food.
- Investigate the role of enzymes and yeast in the fermentation or cheese-making process.
- Experiment with different methods of water filtration/purification (such as solar distillation).
- Compare or develop methods of hydrogen production and storage for use in fuel cells.
- Investigate methods of improving home insulation.
- Experiment with expanded uses of solar energy.
- Work with methods of processing/recycling non-biodegradable items; experiment with decomposition aids.
- Experiment with design and function of wind turbines or water wheels.
- Test for harmful effects of pesticides; test or develop natural/organic alternatives; test the effectiveness of common pesticides such as DEET.
- Plan a Mars colony using current data of the Martian landscape and atmosphere.

Science & Innovation Pathways

Astronomy Pathway	Forensics Pathway	Environmental & Green Science	Anthropology & Archeology
Revolutionary Ideas in Science**	Revolutionary Ideas in Science**	Revolutionary Ideas in Science**	Revolutionary Ideas in Science**
Introduction to Astronomy	Introduction to Forensic Science	Environmental Science A	Introduction to Anthropology
Intro to Solar Systems Astronomy	Forensic Science 1: Secrets of the Dead	Environmental Science B	Anthropology 1: Uncovering Human Mysteries
Astronomy 1a: Introduction	Forensic Science 2: More Secrets of the Dead	Foundations of Green Energy A	Anthropology 2: More Human Mysteries Uncovered
Astronomy 1b: Exploring the Universe	Forensics: The Science of Crime	Foundations of Green Energy B	LBCC - ANTH 210 Comparative Cultures (3 cr)
Great Minds in Science: Ideas for a Generation	Great Minds in Science: Ideas for a Generation	Great Minds in Science: Ideas for a Generation	Introduction to Archaeology
			Archaeology: Detectives of the Past

Craftsmanship & Artisanry

Artisanry, Building/Construction, Engineering, Metalsmithing, Machines, Outdoors & Culinary

Required: Student must have an approved Project Proposal IN PLACE

Themes of the Specialization (indicates required):** **Artisanry,

**Safety, Metalworking, Knifsmithing, Woodworking, Camping & Off-Grid, Hunting, Fishing, Crafting, Outdoors Activities, Culinary, Physics, Machinery, Tools & Equipment, Home Skills, Life Skills

Project Ideas:

- Restore a vehicle
- Restore antique furniture
- Plan and implement a large-scale event
- Carpentry projects
- Work with metal to create something
- Metal Art Sculptures
- Plan and implement a large-scale fishing or camping trip
- Paint a mural for a local organization
- Refurbish vintage machinery
- Compare and recommend different tools and equipment for a trade of your choice and make a video to share with the public
- Design and install a solar system for a home
- Design a new way to do something in the outdoors or with tools

Craftsmanship & Artisanry Pathways

Artisanship, Metalsmithing, Outdoors Pathways	Engineering	Design, Building & Construction	Culinary Pathways
Metalworking Project	Project-Based Specialization Project Proposal IN PLACE**	Project-Based Specialization Project Proposal IN PLACE**	Project-Based Specialization Project Proposal IN PLACE**
Smithing Project	Drafting and Design A	Drafting and Design A	Culinary Arts 1a: Introduction
Automotive Project	Drafting and Design B	Drafting and Design B	Culinary Arts 1b: Finding Your Palate
Construction Project	Principles of Engineering and Technology A	Graphic Design and Illustration A	Culinary Arts 2: Baking, Pastry And More!
Off-Grid Living Project	Principles of Engineering and Technology B	Graphic Design and Illustration B	Food Handler and Food Manager Certifications
Culinary Project	Concepts of Engineering and Technology	Principles of Architecture and Construction A	Restaurant Management
	Principles of Manufacturing A	Principles of Architecture and Construction B	
	Principles of Manufacturing B		
	Manufacturing: Product Design and Innovation		
	Concepts of Engineering and Technology		
	ASU - FSE 100 - Intro to Engineering		
	ASU - FSE 150 - Perspectives on Grand Challenges for Engineers		

Technology & Cybersecurity

Technology, Computers & Information Systems, Gaming, Cybersecurity

Required Course(s): Principles of Information Technology

Themes of the Specialization (indicates required):** **Ethics and Computers, **Principles of Information Technology, Computer Science, Gaming, Social Media, Global Citizenry, Technical Writing/Writing to Inform, Cybersecurity

Project Ideas:

- Design an app with a specific purpose for a specific audience.
- Inventory the world’s most compelling ideas in an elegant and browsable interface.
- Problem-solve ‘screentime’ for yourself and family (identify problem, overcome those challenges, monitor progress, evaluate effect of changes, etc.)

- Mash any three social media apps and explain the purpose and features of the new app.
- Debate the relationship between technology and humanity from a historical (Mary Shelley?) or modern (Steve Jobs?) perspective.
- Design the next Google (the next method of content and data discovery).
- Start and run a profitable business that is ‘aware’ of its impact on the world.
- Create a photo documentary, then turn that into a film documentary, then turn that into a short eBook.
- Define, Analyze, and Visualize an Abstract Concept (Wisdom, Freedom, Conflict, etc.).

Technology & Cybersecurity Pathways

Programming Pathway	Cybersecurity/IT Pathway
Web Technologies A	Web Technologies A
Web Technologies B	Web Technologies B
Computer Programming I A	Networking Fundamentals
Computer Programming I B	Introduction to Cybersecurity
Game Development	Artificial Intelligence
Introduction to Android Mobile App Development	Cybersecurity 1a: Foundations
Introduction to iOS Mobile App Development	Cybersecurity 1b: Defense Against Threats
ASU - CIS 105 - Computer Aps & IT	ASU - CIS 105 - Computer Aps & IT
ASU - CSE 110 - CSE - Programming for Everyone	ASU - CEE 181 - Technological, Social and Sustainable Systems

Artistry & Style

Style, Design, Fashion, Cosmetology, Fine Arts, Visual Arts, Performing Arts & Aesthetics

Required Course(s): Introduction to Visual Arts (Visual Arts & Aesthetics Pathway). Digital and Interactive Media A/B (A/V Production & Performing Arts Pathway). The Style, Design, Fashion, Cosmetology Pathway must have an approved Project Proposal IN PLACE.

Themes of the Specialization (indicates required):** **Artistic Expression, Design, Fashion, Cosmetology, Graphics, Performing Arts, Vocal Music, Instrumental Music, Theater, Visual Arts, Painting & Drawing, Sculpture, Audio/Visual Production

Project Ideas:

- Create ‘visibility’ for something beautiful, useful, or otherwise deserving of attention (e.g., music, parks, people, acts of kindness, effort, movies, nature, etc.)
- Artfully illustrate the global history of human/civil rights.

- Visually demonstrate the galaxy’s behavior from changing a single parameter (e.g., the gravity level of a single planet).
- Start and run a profitable business that is ‘aware’ of its impact on the world.
- Create a photo documentary, then turn that into a film documentary, then turn that into a short eBook.
- Define, Analyze, and Visualize an Abstract Concept (Wisdom, Freedom, Conflict, etc.).
- Identify an emerging musical genre, then write/perform a song that fits in that genre.
- Create and manage a YouTube channel for a self-determined and authentic purpose.
- Plan and implement a benefit concert
- Design a line of clothing
- Design make-up for a live performance at a local theater
- Create and produce a webcast
- Produce a documentary film
- Record and edit an album of original music
- Put on a fundraising show with local youth talent
- Take a "period" piece of literature or a film set in the past and rewrite or produce it in a contemporary setting
- Turn your favorite poem or story into a short movie
- Make a stop-motion animation video
- Design a webpage to promote social artistic movements

Artistry & Style Pathways

Style, Design, Fashion, Cosmetology	Visual Arts & Aesthetics	Audio/Visual Production & Performing Arts
Introduction to Fashion Design	Introduction to Visual Arts	Digital and Interactive Media A
Fashion Design	Graphic Design and Illustration A	Digital and Interactive Media B
Interior Design	Graphic Design and Illustration B	Audio/Video Production 1 A
Cosmetology 1: Cutting Edge Styles	Animation 1a: Introduction	Audio/Video Production 1 B
Cosmetology 2: The Business of Skin and Nail Care	3D Modeling	Audio/Video Production 2 A
Cosmetology 3a: Introduction to Hair Skills	Digital Photography 1a: Introduction	Audio/Video Production 2 B
Cosmetology 3b: Waving, Coloring And Advancing Hair Skills	Digital Photography 1b: Creating Images with Impact!	Audio/Video Production 3 A
	Digital Photography 2: Discovering Your Creative Potential	Audio/Video Production 3 B
	Professional Photography A	Music Appreciation
	Professional Photography B	Theater, Cinema & Film Production
	Art History and Appreciation	Theater, Cinema & Film Production: Introduction
	LBCC - ART 204 Intro to Art History (3 cr)	

Historical Perspectives

History, Heritage, Genealogy, Diversity Studies, Equity Studies, Social Progress, Social Justice & Culture

Required Course(s):

Themes of the Specialization (indicates required):** **Equity, **Civil

Rights/Justice, Anthropology, History, Women's Heritage/Studies, Native American Heritage/Studies, Black Heritage/Studies, Asian Heritage/Studies, Genealogy, Languages, Cultural Geography, Religion & Culture, History, Genealogy

Project Ideas:

- Create an interactive family tree with voice-overs from living family members.
- Using the best thinking of major world civilizations, design the perfect civilization. Identify critical characteristics, resources, and habits, etc.
- Identify, analyze, and visualize recurring themes in human history; then contextualize those themes in modern society.
- Leverage the wisdom of people living in nursing homes.
- Debate the relationship between technology and humanity from a historical (Mary Shelley?) or modern (Steve Jobs?) perspective.
- Artfully illustrate the global history of human/civil rights.
- Create a photo documentary, then turn that into a film documentary, then turn that into a short eBook.
- Define, Analyze, and Visualize an Abstract Concept (Wisdom, Freedom, Conflict, etc.).
- Re-imagine the American Constitution—or similar governing documents—as if they were designed today.
- Revise the United Nations in some way, shape, or form to better respond to international crises.

Historical Perspectives Pathways

Heritage & Genealogy, Diversity Studies, Social Progress, Equity & Justice Pathway

Anthropology, Archeology & Human Beginnings Pathway

African American Studies	Introduction to Anthropology
African American History	Anthropology 1: Uncovering Human Mysteries
Native American Studies: Contemporary Perspectives	Anthropology 2: More Human Mysteries Uncovered
Native American Studies: Historical Perspectives	LBCC - ANTH 210 Comparative Cultures (3 cr)
Women's Studies	Introduction to Archaeology
Women's Studies: A Personal Journey Through Film	Archaeology: Detectives of the Past
History of the Holocaust	
Mythology and Folklore	
World Religions: Exploring Diversity	
Art in World Cultures	

Natural Studies

The Natural World, Agriculture, Environment & Living Systems

Required Course(s): Students must have an approved Project Proposal IN PLACE

Themes of the Specialization (indicates required):** **Environmental Stewardship

**Sustainability, Agriculture, Equine & Domestic, Animals, Zoology, Botany, Geology, Endangered Species, Gardening, Biology and the Human Physical Experience, Footprint Studies, Astronomy & the Universe

Project Ideas:

- Study local land regions and resources to identify a geological-based response to the Zombie Apocalypse.
- Help local businesses increase environmental sustainability (e.g., reduce waste).
- Reimagine major coastal cities in light of 6 degrees of warming.
- Experiment with plant genetics (plant hybrids, cross-breeding).
- Test factors like smoke or pollution that might affect transpiration rates for plants.
- Investigate the effects of increased oxygen or carbon dioxide concentration on plant germination.
- Find out the differences in properties and effects of organic vs. chemical fertilizers.
- Investigate the effects of sunspots on weather patterns.
- Work with methods for forecasting weather.
- Determine chemical makeup of rain in your area; test possible hazardous effects.
- Study acoustic models and methods of noise control.
- Develop improvements in battery chargers; try methods of using solar cells to recharge batteries.
- Design an alert system to publicize the spread of viruses/disease.
- Plant and manage a garden to feed local homeless/hungry.
- Plan a Mars colony using current data of the Martian landscape and atmosphere.
- Compare or develop methods of hydrogen production and storage for use in fuel cells.
- Investigate methods of improving home insulation.
- Experiment with expanded uses of solar energy.
- Work with methods of processing/recycling non-biodegradable items; experiment with decomposition aids.
- Experiment with design and function of wind turbines or water wheels.
- Research all modern tools used to provide clean water access, then design a better tool.

Natural Studies Pathways

Agriculture Pathway	Life Sciences Pathway	Scientific Studies Pathway
Principles of Agriculture, Food And Natural Resources A	Introduction to Marine Biology	Forensic Science 1: Secrets of the Dead
Principles of Agriculture, Food And Natural Resources B	Marine Science: Secrets of the Blue	Forensic Science 2: More Secrets of the Dead
Agriscience 1: Introduction	Introduction to Veterinary Science	Forensics: The Science of Crime
Agriscience 2: Sustaining Human Life	Veterinary Science: The Care of Animals	Astronomy 1a: Introduction
Forestry and Natural Resources		Astronomy 1b: Exploring the Universe
Renewable Technologies: Introduction		ASU - ASM 246 - Human Origins
Foundations of Green Energy A		ASU - AST 111 - Intro to Solar Systems Astronomy
Foundations of Green Energy B		ASU - SES 106 - Habitable Worlds

Communications

Modalities of Communication, Public Speaking, Interpersonal Systems, Languages, Journalism, Creative Expression & Writing

Required Course(s): Reading and Writing for a Purpose

Themes of the Specialization (indicates required):** **Interpersonal Relations, **Audience, **Creative Expression, Public Speaking, Reading, Writing, Listening, Informal Speaking, Philosophy, Social Media, Technical Writing/Writing to Inform

Project Ideas:

- Make a compelling case for a viewpoint other than your own on any issue.
- Design an alert system to publicize the spread of viruses/disease.
- Help a local business that does ‘good work’ market itself to younger audiences. Create a proposal, present to business, refine proposal based on feedback.
- Start and run a profitable business that is ‘aware’ of its impact on the world.
- Create a photo documentary, then turn that into a film documentary, then turn that into a short eBook.
- Define, Analyze, and Visualize an Abstract Concept (Wisdom, Freedom, Conflict, etc.).
- Design a better book (physical/printed) that’s affordable and accessible to a wider range of readers.
- Create and manage a YouTube channel for a self-determined and authentic purpose.
- Re-conceive YouTube as an aggregation tool and player for traditional literary forms (e.g., poetry, fiction).
- Design a 21st-century library by first analyzing macro-purpose of a library, then reimagining one in a modern context.
- Design a modern bookstore by integrating both physical and digital media and categorizing them all by something other than traditional genres.

Communications Pathways

Writing Pathway	Reading Pathway	Communication Pathway	Languages Pathway
Reading and Writing for Purpose	Reading and Writing for Purpose	Reading and Writing for Purpose	Spanish 1
Creative Writing	OBOB-Reading Course	Professional Communications	Spanish 2
LBCC - WRI 121 English Composition (3 cr)	The Lord of the Rings: An Exploration of the Films and Their Literary Influences 1.0	Public Speaking 1a: Introduction	Spanish 3
LBCC - WRI 122 - English Composition: Argumentation (3 cr)	Gothic Literature	Public Speaking 1b: Finding Your Voice	Spanish 4
LBCC - ERI 123 - English Composition: Research (3 cr)	Gothic Literature: Monster Stories	LBCC - COMM 111 Public Speaking (3 cr)	French 1
LBCC - WRI 227 Technical Writing (3 cr)	Mythology and Folklore	LBCC - COMM 218 Interpersonal Communication (3 cr)	French 2
ASU - ENG 101 - English Composition	Mythology and Folklore: Legendary Tales	ASU - COM 100 - Intro to Human Communication	French 3
ASU - ENG 102 - English Composition: Research and Writing	LBCC - ENG 104 Lit: Fiction (3 cr)	Journalism: Introduction	
Journalism: Introduction	LBCC - ENG 207 Non-Western World Lit: Asia (3 cr)	Journalism: Investigating the Truth	
Journalism: Investigating the Truth	LBCC - ENG 208 Non-Western World Lit: Africa (3 cr)		

Wellness

Health, Nutrition, Exercise Science, Fitness & Lifetime Wellness

Required Course(s): Health Science A/B (Health Occupations Pathway)

Themes of the Specialization (indicates required):** **Self Discovery & Understanding, **Self Care and Wellness, Peer Support & Mentoring

Sportsmanship, Sports & Exercise, Healthy Eating, Hygiene & Health, Preventive Practices, Caring for Others, Health & Biology, Health Occupations

Project Ideas:

- Design an alert system to publicize the spread of viruses/disease.
- Compare the effect of antibiotics on gram-positive and gram-negative bacteria. (Grow your own cultures with agar & petri dishes. For a sample procedure and more project ideas, see our bacteria science project guide.)
- Create a photo documentary, then turn that into a film documentary, then turn that into a short eBook.
- Design an comprehensive exercise program for a person with a physical disability.

- Prepare for and participate in a marathon
- Train for a triathlon
- Learn a new sport or exercise program
- Plan and implement a summer activity camp for a group of kids
- Prepare to become a first responder
- Job-Shadow in a Hospital or Nursing Home and do a documentary on a related topic you experience

Nutrition, Health & Wellness Pathway	Exercise Science & Fitness Pathway	Health Occupations Pathway
First Aid and Safety	Advanced PE 1	Health Science 1 A
Health	Advanced PE 2	Health Science 1 B
Health and Personal Wellness	Exercise Science	Applied Medical Terminology A
Nutrition	Fitness Fundamentals 1	Applied Medical Terminology B
ASU - HEP 100 - Intro to Health and Wellness	Fitness Fundamentals 2	Certified Nurse Aide A
Personal Health and Fitness	Flexibility Training	Certified Nurse Aide B
	Group Sports	Health Science 2 A
	Individual Sports	Health Science 2 B
	LBCC - PE 185 (a-z) (1 cr)	Medical Terminology
	Lifetime and Leisure Sports	Health Science: Nursing
	Outdoor Sports	Health Science: Public Health
	Personal Fitness	Intro to Nursing 1
	Personal Health and Fitness	Intro to Nursing 2
	Physical Education	
	Running	
	Strength Training	
	Walking Fitness	

Honors

Honors, AP, Advanced Classes & Dual-Credit Coursework (College/H.S.)

Greenways Academy is a member of the National Honor Society. Students interested in pursuing an Honor’s Diploma or an Advanced course of study should contact the Honor Society Advisor.

Overarching Expectations of Students

We believe that virtuous behaviors are learned and supported by the people and organizations with which children and young adults interact. We also believe that students who develop these virtues find that more doors are open to them as they navigate the world. Their roles as citizens, employees, partners and parents are impacted by the virtues, or deficiencies, they exhibit. These are the core virtues we encourage in Greenways Academy.

CHARACTER – Make good choices and contribute to the overall school community.

CITIZENSHIP – Realize that actions matter, and good choices make the world a better place.

EFFORT – Strive for excellence in all you do. Work hard. Complete your tasks. Don't give up.

SELF DISCIPLINE – Take responsibility for your own actions and develop balance in life.

LEADERSHIP – Display an ability to serve and lead others on a daily basis.

RESILIENCY – Work through difficulties and overcome barriers through self-advocacy.

General Guidelines for Student Behavior

As a student you should take full advantage of your right to an education. You should participate in school with a positive attitude, ready to learn and to take part in virtual clubs, activities and social opportunities. An important part of your education is making decisions and learning to accept the responsibility of the results of these choices.

We are proud of you and hope that during your years with Greenways Academy you will make healthy decisions and take advantage of your activities to the fullest. The single governing principle behind most rules and behind all relations with others is simply to treat others as you would like to be treated. Students are expected to:

1. Participate fully in their personal educational planning
2. Develop healthy and productive relationships in the school via the opportunities provided.
3. Adhere to the Honor Code.
4. Respect others and the rights of others.
5. Respect the thoughts, beliefs, perspectives, work and effort of others.
6. Comply with communication, attendance, and progress expectations.
7. Comply with rules, expectations and lawful directions of the faculty and staff.

Student Commitments

As students, we expect you to understand that your education is important. Therefore, we expect students to:

- Strive to have a positive attitude and a growth mindset.
- Develop curiosity, innovation and creativity skills.
- Learn and use effective communication skills.

- Follow the Honor Code. Model and be respectful of all school expectations.
- Answer their school-related emails.
- Be responsible for their own behavior, do own work, asking for clarification and support.
- Interact with teachers and peers in a positive way.
- Answer all emails related to school and demonstrate progress weekly.
- Participate in the school activities and community.

In General... Be Safe – Be Respectful – Be Responsible

Students show **SAFE** behaviors when they engage in self-control, think before acting or speaking, accept responsibility, treat others kindly, and accept directions and limits from staff. **BEING SAFE** includes the **VIRTUES** of integrity, initiative, flexibility, perseverance, orderliness, humor, helpfulness, responsibility, patience, cooperation and caring.

Students show **RESPECT** when they use appropriate language, accept differences, empathize with others, and settle conflicts in non-threatening ways. **BEING RESPECTFUL** includes the **VIRTUES** of integrity, friendliness, cooperation, flexibility, perseverance, patience, caring, compassion, consideration, and courtesy.

Students show **RESPONSIBILITY** when they answer emails, complete work, monitor their progress, and agree to follow school expectations. **BEING RESPONSIBLE** includes the virtues of commitment, diligence, determination, generosity, helpfulness, and self-discipline.

HONOR CODE

*The **Honor Code** represents the values that Greenways Academy students should encompass. We believe that the values developed in youth are formed through interactions with family, friends and of course in school. Our expectations and code of conduct must be established so that our families and staff know the socially expected way to behave in school and life.*

The behavior students acquire through their actions is the most valuable gift they can carry with them after graduation, and it is the most valuable gift any educational institution can give. Formulas and facts can carry students only so far in life. True success lies in one's desire to be good for the sake of being good and doing the right thing, even when no one is looking.

The Honor Code is not meant as an imposition, but rather as a standard to which all students and faculty should be held. At Greenways Academy, we push each other to higher academic achievement; this code asks that we hold each other, with the same rigor and passion in academics, to a standard of integrity and of personal achievement.

Definitions

- **Personal Honesty** holds each person to the truth, to tell the truth, and to defend the truth. Honesty results in fairness for each member of Greenways Academy.
- **Academic Honesty** requires that students take credit only for their own work and give credit to those whose work they use in their learning. (See plagiarism below for further explanation)
- **Integrity** is reflecting our values with and without the presence of others.
- **Respect** is treating others as we would like to be treated.
- **Responsibility** is the quality of being accountable for our actions and accepting the consequences of our actions.

Greenways Academy Standards Related to the Honor Code

Our standards are inflexible and include the expectation that no student will engage in the following unacceptable behaviors as defined by the course instructor and this document.

- Academic Cheating, Plagiarism, Fabrication, and Lying
- Obtaining an Unfair Advantage and/or Aiding and Abetting Dishonesty
- Falsification of Records and Official Documents
- Unauthorized Access to Academic or Administrative Records or Systems
- Inappropriate use of technology
- Harassment or Intimidation

If a student is unclear as to whether or not his or her action(s) are in violation of the Honor Code, then it is the **student's** responsibility to clarify any ambiguities with the appropriate administrator or instructor.

Student Responsibilities Related to the Honor Code

- To complete all academic work honestly and independently, except in those instances in which an instructor clearly permits collaboration among students, for example, assigned group projects. (See “Academic Cheating”).
- To acquaint themselves with the meaning of plagiarism, to learn how to properly cite sources used in written work, and to consult with instructors regarding the allowable resource materials or aids to be used during tests or in the completion of any graded work.
- To refrain from revealing any information regarding the contents of a test, directly or indirectly, to any other student who may subsequently take the same test.
- To refrain from the fraudulent or unethical use of computers
- To refrain from personal dishonesty as more fully defined in this Honor Code.

ACADEMIC CHEATING

Cheating involves a willful and fraudulent act on the student's part to provide work and/or answers that are not their own. It includes, but is not limited to, the following:

- Looking up answers to test or assignment questions on the internet.
- Copying answers from another student's quiz or test or allowing another student to copy answers from a quiz or test.
- Orally communicating answers during a test or quiz.
- Transmitting answers by use of non-verbal signals during a test or quiz.
- Using unauthorized materials during a test or quiz.
- Gaining access to test questions or answers before a test without permission of the instructor.
- Violating test or assignment procedures established by the instructor.
- Collaborating with others or with written materials in take-home assignments unless expressly allowed to do so by the instructor.

PLAGIARISM

Plagiarism is a situation in which one leads a reader to believe that written work submitted by the student is his own writing when it is not. Plagiarism includes, but is not limited to, the following behaviors:

- Directly copying part or all of another person's work and presenting it as your own.
- Submission of papers or reports from commercial research companies, including on-line sources.
- Copying portions of a text without crediting sources.
- Rephrasing another person's ideas and presenting them as your own without crediting sources.
- Obtaining a paper from any source (a person, a text, on-line) and submitting it to an instructor as one's own work.

Instructor Responsibilities Related to the Honor Code

- Clearly explain when and how students may collaborate on the completion of assignments.
- Clearly explain when and how students may use of study aids (e.g. Study Guides in the Course, Cliffs Notes, Online Websites, etc.) in course work or for quizzes or tests.
- Clearly identify and address unacceptable behavior in student's submitted work

Consequences of Violations of the Honor Code

It is our goal to educate students as to the importance of the code and the gravity of honor violations. Students

who are found to be in violation of the student Honor Code will face disciplinary action and possible expulsion from Greenways Academy. Matters of Honor will be treated seriously, and the following guidelines will be a reference for the administration in sanctioning Honor violations; however, each case will be examined individually and responded to in an appropriate manner.

- Instructors will deal with violations of these academic standards on an individual basis.
- All serious instances of academic dishonesty will be reported to the appropriate school administrators.
- The first time a teacher identifies a violation of the honor code students will be informed of the violation and teachers MAY choose to allow a student to retract and resubmit assignments; however, that is dependent upon the individual teacher.
- The first serious violation of academic integrity may result in a grade of 0 for the assignment, test, lab report, or quiz.
- The second violation of academic integrity will result in a failing grade on the assignment.
- The third violation of academic integrity may result in being removed from a class and assigned the final course grade at the time of the removal and referral to administration.
- The consequences for a fourth violation include the following:
 - Student will be dropped from the course (No refunds for purchased courses)
 - The student will receive an F on the transcript.
 - The student will be referred to administration for potential suspension from school and possible expulsion, as determined by a joint decision of Greenways Academy and appropriate school administrators.

Right to Privacy

Greenways Academy will abide by the student privacy guidelines set forth by the Family Educational Rights and Privacy Act (FERPA).

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) & PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Management of Student Records the Family Educational Rights and Privacy Act (FERPA) affords parents and students 18 years of age (eligible students”) certain rights with respect to the student’s education records.

1. The right to inspect and review the student’s education records within 45 days of the day the school division receives a request for access. Parents or eligible students should submit to the Registrar a written request that identifies the record(s) they wish to inspect. Teachers must provide any needed information.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask Greenways to amend a record that they believe

is inaccurate or misleading. They should write the school principal; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the school division decides not to amend the record as requested by the parent or eligible student, the school division will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the division as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the division has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school division discloses education records without consent to officials of another school division in which a student seeks or intends to enroll. [Note: FERPA requires a school division to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.]