



Performing Arts

Two-Dimensional Studio Art 1 (#0101300) Credit: 1.0

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

Ceramics/Pottery 1 (#0102300) Credit: 1.0

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Drawing 1 (#0104340) Credit: 1.0

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

Drawing 2 (#0104350) Credit: 1.0

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials. *Prerequisite:* Teacher/instructor approval.

Creative Photography 1 (#0108310) Credit: 1.0

Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.





Creative Photography 2 (#0108320)

Credit: 1.0

Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Advanced Placement (AP) Studio Art Two-Dimensional Design Portfolio

(#0109350)

Credit: 1.0

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

Prerequisite: Teacher/instructor approval.

Advanced Placement (AP) Art-Drawing Portfolio

(#0104300)

Credit: 1.0

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios

include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

Prerequisite: Teacher/instructor approval.

Fine Arts

Theatre

Theatre 1

(#0400310)

Credit: 1.0

This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art. *Special Note:* Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Theatre 2

(#0400320)

Credit: 1.0

This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work. *Prerequisite:* Teacher/instructor approval. *Special Note:* Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.



Theatre 3 Honors (#0400330)
Credit: 1.0

This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Prerequisite: Teacher/instructor approval.
Special Note: Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Theatre 4 Honors (#040034)
Credit: 1.0

This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and

problem-solving skills based on their structural, historical, and cultural knowledge.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Prerequisite: Teacher/instructor approval.
Special Note: Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Musical Theatre 1 (#040070)
Credit: 1.0

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals.

Prerequisite: Teacher/instructor approval.
Special Note: Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Musical Theatre 2 (#040071)
Credit: 1.0

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. Public performances may serve as a culmination of specific instructional goals.





Prerequisite: Teacher/instructor approval.

Special Note: Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Musical Theatre 3 (#040072) Credit: 1.0

Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Prerequisite: Teacher/instructor approval.

Special Note: Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Musical Theatre 4 Honors (#040073) Credit: 1.0

This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Prerequisite: Teacher/instructor approval.

Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day.

Technical Theatre Design & Production 1 (#0400410) Credit: 1.0

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals.

Special Note: Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Technical Theatre Design & Production 2 (#0400420) Credit: 1.0

Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals.

Prerequisite: Teacher/instructor approval.

Special Note: Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.



Technical Theatre Design & Production 3
(#0400430)

Credit: 1.0

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals.

Prerequisite: Teacher/instructor approval.

Special Note: Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Technical Theatre Design & Production 4 Honors
(#0400440)

Credit: 1.0

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Prerequisite: Teacher/instructor approval.

Special Note: Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Theatrical Direction & Stage Management 1* Leadership
(#0400500)

Credit: 1.0

Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students

focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Theatrical Direction & Stage Management 2 Honors* Leadership
(#0400501)

Credit: 1.0

Students execute the responsibilities of director or stage manager by applying standard theatrical conventions in specialized, practical assignments. Coursework include, but is not limited to, play selection; justification, analysis, and the formation of a directorial concept; assembling a prompt book; assembling a cast, production team, and tech crew; effective team-building ensemble skills and communication practices; and successfully planning and running rehearsals leading toward one or more culminating projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

AICE Drama AS Level
(#04003460)

Credit: 1.0

Cambridge International AS Level Drama encourages students to explore a range of practical and theoretical approaches to drama from script to performance. The syllabus encourages students to develop the ability to apply practical skills effectively and to analyze and evaluate both their own work and the work of others. At AS Level, students focus on three key areas:

- the exploration, interpretation and analysis of the potential of dramatic texts in a performance context
- the development of dramatic skills and their application to the process of devising based on a selected stimulus
- the development of acting skills and their application to scripted performance

Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day.





Film

Film 1

(#0107410)
Credit: 1.0

Film 1 is a course intended to introduce students with the particulars of film history as well as introduce them to the variety of cinematic genres. This course should appeal to any student who loves to watch movies and are interested in learning the history and intricacies of the film industry. In addition, students will be delving into their creative sides with beginning visual technology through Photoshop. Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Film 2

(#0107420)
Credit: 1.0

Film 2 is a course intended to delve deeper into the 20th century's most important visual medium – the cinema. The cinema can create worlds of magic, fantasy, and romance just as easily as it can expose a dimmer reality of humankind. That being said, we will sift through and analyze various cinematic genres and screenplays, as well as focus on various directors and their styles. Once we have viewed, analyzed, and learned from established films and filmmakers, we will take that knowledge and apply it to create student-made short films. Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.
Prerequisite: Teacher/instructor approval.

AICE Cambridge Media Studies AS Level
(#1100460)

Credit: 1.0

Cambridge International AS Level Media Studies offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. The syllabus enables learners to take a hands-on approach to the subject. Through the coursework components - the Foundation Portfolio for AS Level - they create their own media products from planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve.

Debate

Debate 1 Local Honors

(#1007330)
Credit: 1.0

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies for public debate in a variety of given settings. Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Debate 2 Honors

(#1007340)
Credit: 1.0

The purpose of this course is to continue to develop students' awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required. Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Prerequisite: Teacher/instructor approval.

Debate 3 Honors

(#1007350)
Credit: 1.0

The purpose of this course is to develop students' enhanced awareness, understanding, and application of language arts as it applies to advanced oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required. *Prerequisite:* Teacher/instructor approval.



Debate 4 Honors

(#1007360)

Credit: 1.0

The purpose of this course is to apply advanced oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Prerequisite: Teacher/instructor approval.

Debate 5 Honors

(#100737z)

Credit: 1.0

The purpose of this course is to apply and practice advanced oral communication concepts and strategies for public debate in a variety of given settings. Much work outside of the regular school day may be required. The content should include, but not be limited to, the following: delivering and analyzing a variety of argument and debate formats such as Lincoln-Douglas and team debate. Delineating and evaluating the argument and specific claims in an oral or written text by citing specific text evidence, assessing the validity of the evidence and soundness of the reasoning, determining the sufficiency of evidence for success and recognizing when irrelevant evidence or faulty reasoning is introduced. Demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion, eye contact and body movements, voice register and choices of language and the use of standard English. Using research and writing skills to support selected topics and points of view across a range of disciplines and using a range of sources, including digital. Assessing the veracity of claims and the reliability of sources, determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences) and determining reliable print and digital sources. Demonstrating use of techniques for timing and judging debates and other forensic activities and collaboration amongst peers, especially during the drafting and practicing stages.

Prerequisite: Teacher/instructor approval.

Career/Technical Ed (CTE)

Entrepreneurship (DECA)

Digital Information Technology

(#8207310)

Credit: 1.0

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; Microsoft office bundle – Word, PowerPoint and Excel spreadsheets. Students will take the industry certification test upon completion of the course material and earn Industry Certification once they pass all three components.

Business & Entrepreneurial Principles

(#8215120)

Credit: 1.0

This course is designed to provide an introduction to business organization, management, and entrepreneurial principles. Topics include communication skills, various forms of business ownership and organizational structures, supervisory / management skills, leadership skills, human resources management activities, business ethics, and cultural diversity. Emphasis is placed on job readiness and career development. The use of computers is an integral part of this program.

Prerequisite: Passing Digital Info Tech with a “C” or better.

Accounting Applications 1

(#8203310)

Credit: 1.0

This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. The use of computers and appropriate software is required. *Prerequisite:* Teacher/instructor approval.

Special Notes: Local Honors



Management & Human Resources (VEI) (#8301110)
Credit: 1.0

This course explores the reach and impact of managing people, one of the most important resources of an organization. Students are required to perform higher level strategic thinking. Topics include; management policy development, evaluating organizational effectiveness, sourcing and recruitment, hiring and retention planning, employee training, performance appraisals, compensation and benefit programs, maintaining working conditions and providing a safe working environment.

Prerequisite: Teacher/instructor approval.

AICE Business AS Level (#2102324)
Credit: 1.0

The Business course enables learners to understand and appreciate the nature and scope of business, and the role it plays in society. The syllabus covers economic, environmental, ethical, governmental, legal, social and technological issues, and encourages a critical understanding of organizations, the markets they serve and the process of adding value. Learners examine the management of organizations and, in particular, the process of decision-making in a dynamic external environment.

Prerequisite: Teacher/instructor approval.

Hospitality & Tourism Marketing Management (#8703120)
Credit: 1.0

The purpose of this course is to provide students necessary career specific instruction in hospitality & tourism marketing management. Students will learn sales and management techniques, marketing principles, and entrepreneurship skills necessary to succeed in the hospitality and tourism industry. This course incorporates marketing and management principles and procedures of the hospitality and tourism industry as well as employment qualifications and opportunities.

AICE Cambridge Travel and Tourism AS (#21024100)
Credit: 1.0

The Cambridge International AS Level Travel and Tourism syllabus encourages learners to appreciate the scale and importance of the travel and tourism industry in the world and recognize the positive and negative impacts the industry may have on people, environments and economies. Learners discover that the travel and tourism industry is dynamic in nature and how the industry responds to change: for example, external factors such as changing consumer needs and expectations, developments in ICT. The syllabus encourages learners to develop practical and technical skills relevant to the industry, enabling them to deal with a range of complex situations and problems.

Hospitality and Tourism (DECA)

Technology for Hospitality & Tourism (#8703110)
Credit: 1.0

This course is designed to provide an introduction to computer technology and to develop entry-level skills for computer-related careers in the hospitality & tourism industry.

Introduction to Hospitality & Tourism (#8850110)
Credit: 1.0

The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology and the

Auto Maintenance & Light Repair

Auto 1/ Auto 2 Honors block (#9504110/9504120) Credit: 0.5 each

Auto 1 - The Automotive Maintenance and Light Repair 1 course prepare students for entry into Automotive Maintenance and Light Repair 2. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills

Auto 2 - The Automotive Maintenance and Light Repair 2 course prepare students for entry into Automotive Maintenance and Light Repair 3. Students study automotive general electrical systems, starting and charging systems, batteries, lighting, instrument cluster, driver information, and body electrical systems. Content emphasizes beginning transportation service skills and workplace success skills



Auto 3/ Auto 4 (#9504130/9504140)

Credit: 0.5 each

Auto 3 - The Automotive Maintenance and Light Repair 3 course prepare students for entry into Automotive Maintenance and Light Repair 4. Students study and service suspension and steering systems, and brake systems. Content emphasizes beginning transportation service skills and workplace success skills.

Auto 4 - The Automotive Maintenance and Light Repair IV prepare students for entry into the automotive workforce or into post- secondary training. Student's study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/transaxle systems, as well as practice workplace soft skills.

Auto 5/ Auto 6 (#9504150/9504160)

Credit: 0.5 each

Auto 5 - The Automotive Maintenance and Light Repair 5 prepare students for entry into the automotive workforce or into post- secondary training. Student's study and service automotive engine repair, electrical/electronic systems, suspension and steering systems, brakes as well as practice workplace soft skills.

Auto 6 - The Automotive Maintenance and Light Repair 6 prepare students for entry into the automotive workforce or into post- secondary training. Student's study and service automotive heating and air conditioning, engine performance, automatic transmission/transaxles, manual drive train and axles, as well as practice workplace soft skills.

Drafting

Drafting I Honors (#8725010)

Credit: 1.0

This course provides instruction in basic drawing and drafting skills, applied mathematics, multi-view and sectional drawings.

Drafting II Honors (#8725020)

Credit: 1.0

This course provides competencies in basic architectural and civil computer-aided drafting and design, as well as an overview of the history of the built environment.

Drafting III Honors (#8725030)

Credit: 1.0

This course provides instruction in computer aided drafting skills, professional ethics and career and education planning.

Prerequisite: Teacher/instructor approval.

Drafting IV Honors (#8725040)

Credit: 1.0

This course is designed to provide instruction in three-dimensional modeling and sustainability issues related to the design, construction and maintenance of the built environment.

Prerequisite: Teacher/instructor approval.

Digital Media/Multimedia Design (TV)

Digital Video Production 1 (#8772410)

Digital Video Production 2 (#8772420)

Digital Video Production 3 (#8772430)

Digital Video Production 4 (#8772440)

Credit: 1.0 each

Digital Video Production is for students seeking a career in the field of film and video production. Students will gain hands-on experience with digital video production and editing equipment preparing them for careers in production, camera operating, video editing, multi-media artist, and broadcast technicians. Students will have the opportunity to become certified in Adobe Premiere Pro. *Prerequisite:* Teacher/instructor approval for levels 2,3,4. *Special Note:* Students are not required to have a laptop computer but recommended. Afterschool/ weekend group projects are part of the class requirements.

Computer Science

Introduction to Engineering

(#8600550)

Credit: 1.0

This is a class that serves as a gentle introduction to solving real world problems through engineering. The class is divided into two semesters, the first we will learn to design and model physical objects from cabinet hinges to fidget spinners and learn about mechanical engineering. Students will be given the



chance to become certified Fusion 360 users. The second semester we will dive into software engineering by learning the Python programming language and designing programs to automate boring tasks and make our lives easier. Engineering is all about moving from merely using tools and products to making your own.

Computer Science Discoveries Honors

(#0200305)

Credit: 1.0

Computer Science Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression.



Centering on the immediately observable and personally applicable elements of computer science, the course asks students to look outward and explore the impact of computer science on society. Students should see how a thorough student-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect, input and return output in a variety of ways.

Advanced Placement (AP) Computer Science Principles (#02003350)

Credit: 1.0

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. *Prerequisites:* It is recommended that a student in the AP Computer Science A course has successfully completed a first-year high school algebra course with a strong foundation of basic linear functions, composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represent points on a plane. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course *Prerequisite:* Teacher/instructor approval.

Advanced Placement (AP) Computer Science A (#02003200)

Credit: 1.0

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications

of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Prerequisites: It is recommended that a student in the AP Computer Science A course has successfully completed a first-year high school algebra course with a strong foundation of basic linear functions, composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represent points on a plane. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course

Special Note: The AP Computer Science A course requires that solutions of problems be written in the Java programming language. Because the Java programming language is extensive, with far more features than could be covered in a single introductory course, the AP Computer Science A Exam covers a subset of Java.

AICE Cambridge Computer Science 1 AS (#0200480)

Credit: 1.0

The aims of this course are to enable students to develop:

- computational thinking skills
- an understanding of the main principles of solving problems using computers
- an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communication and people
- an understanding of the different methods of communication and the functionality of networks and the internet
- the skills necessary to apply this understanding to develop computer based solutions to problems.

Robotics

Foundations of Robotics (#9410110)

Credit: 1.0

This course provides students with a foundation in content and skills associated with robotics and automation, including artificial intelligence, electronics, physics, and principles of engineering.



Robotics Design Essentials Honors

(#9410120)

Credit: 1.0

This course provides students with a foundation in content and skills associated with robotics and automation, including artificial intelligence, electronics, physics, and principles of engineering.

Prerequisite: Teacher/instructor approval.

Robotic Systems Honors

(#9410130)

Credit: 1.0

This course provides students with a foundation in content and skills associated with robotics and automation, including artificial intelligence, electronics, physics, and principles of engineering.

Prerequisite: Teacher/instructor approval.

Cybersecurity

Computer and Network Security Fundamentals Honors

(#9001320)

Credit: 1.0

This course is designed to allow students to achieve a CompTIA A+ Industry Certification. CompTIA A+ is the industry standard for launching IT careers into today's digital world and is trusted by employers to identify the go-to person in end point management & technical support roles. A+ is the only industry recognized credential with performance-based items to prove pros can think on their feet to perform critical IT support tasks in the moment. The CompTIA A+ Core Series has been re-invented in 2019 by IT experts to ensure that it validates core skills and abilities demanded in the workplace. CompTIA A+ certified professionals support today's core technologies from security to cloud to data management and more.

Prerequisite: Passing grade in Computer Science Discoveries.

Cybersecurity Essentials Honors (#9001330)

Credit: 1.0

This course is designed to allow students to achieve a CompTIA Network+ Industry Certification. CompTIA Network+ helps develop a career in IT infrastructure by covering troubleshooting, configuring, and managing networks. This certification validates the hands-on skills needed to work with both wired and wireless networks, and also included are emerging technologies such as unified communications, mobile, cloud, and virtualization technologies.

Prerequisite: Passing grade in C&N Security Fundamentals.

Early Childhood Education

Early Childhood Education 1 (#8405110)

Credit: 1.0

This course covers the competencies that support the DCF mandated training coursework. Also included are components on communication skills, methods of guidance, and literacy activities.

Special Note: Students will have volunteer opportunities in the Early Learning Lab before and after school.

Early Childhood Education 2 (#8405120)

Credit: 1.0

This course covers competencies on professionalism, community resources, the importance of relationship skills and communicating with children's families, use of technology in the child care profession, and observing and recording methods.

Prerequisite: Teacher/instructor approval.

Special Notes: Students will be working with preschool students in the on campus Early Learning Lab. When working in the Early Learning Lab students gain hands-on experience while applying ECE theory and best practices. In addition, students create and implement daily lesson plans/ learning activities as well as plan and implement family events.

Early Child Education 3 Honors (#8405130)

Credit: 1.0

This course includes competencies in developing lesson plans, child development theories, factors that affect the



development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers, and school-age children. Also covered are components on working with students with special needs, classroom management techniques and creating optimum environments for all children.

Prerequisite: Teacher/instructor approval.

Special Notes: Students will be working with preschool students in the on campus Early Learning Lab. When working in the Early Learning Lab students gain hands-on experience while applying ECE theory and best practices. In addition, students create and implement daily lesson plans/ learning activities as well as plan and implement family events.

Early Child Education 4 Honors (#8405140)

Credit: 1.0

In this course students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, developing the ability to motivate children, recognizing cultural differences when planning activities, including children with special needs, recent trends and issues in early childhood education, and professionalism.

Prerequisite: Teacher/instructor approval.

Special Note: Students will be working with preschool students in the on campus Early Learning Lab. When working in the Early Learning Lab students gain hands-on experience while applying ECE theory and best practices. In addition, students create and implement daily lesson plans/ learning activities as well as plan and implement family events.

Language Arts

English 1

(#1001310)

Credit: 1.0

The purpose of this course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

English 1 Honors

(#1001320)

Credit: 1.0

The purpose of this course is to provide grade 9 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

English 1 Through ESOL

(#1002300)

Credit: 1.0

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

English 2

(#1001340)

Credit: 1.0

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

English Honors 2

(#1001350)

Credit: 1.0

The purpose of this course is to provide grade 10 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Prerequisite: Teacher/instructor approval



English 2 Through ESOL (#1002310) Credit: 1.0

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

English 3 (#1001370) Credit: 1.0

The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

English Honors 3 (#1001380) Credit: 1.0

The purpose of this course is to provide grade 11 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Prerequisite: Teacher/instructor approval.

English 3 Through ESOL (#1002320) Credit: 1.0

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

Advanced Placement (AP) English Language and Composition (#1001420) Credit: 1.0

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

Prerequisite: Teacher/instructor approval. Must have passed ELA FSA. Completed English II or higher

English 4: Florida College Prep (#1001405) Credit: 1.0

This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses.

English Honors 4 (#1001410) Credit: 1.0

The purpose of this course is to provide grade 12 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Prerequisite: Teacher/instructor approval.



English 4 Through ESOL (#1002520) Credit: 1.0

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

Advanced Placement (AP) English Literature and Composition (#1001430) Credit: 1.0

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Language Arts Electives

Advanced Placement (AP) Capstone Seminar (#1700500)

Credit: 1.0

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Advanced Placement (AP) Capstone Research (#1700510)

Credit: 1.0

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.



Journalism

Journalism 1

(#1006300)

Credit: 1.0

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

Journalism 2

(#1006310)

Credit: 1.0

The purpose of this course is to enable students to extend fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

Journalism 3 Honors

(#1006330)

Credit: 1.0

The purpose of this course is to enable students to perform grade level skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to continue to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

Journalism 4 Honors

(#1006340)

Credit: 1.0

The purpose of this course is to enable students to perform skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to extend further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. The content should include, but not be limited to, the following: demonstrating advanced skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio; demonstrating advanced skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media; using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context; using advanced research skills and networking formats; demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and

AICE Cambridge Courses

AICE English General Paper AS Level

(#1009360)

Credit: 1.0

The Cambridge International AS Level English General Paper encourages learners to engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analyzing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English.

Prerequisite: Teacher/instructor approval demonstrating awareness of the changing careers within the multiple formats of 21st century journalism

AICE English Language 1 AS Level
(#1001550)
Credit
: 1.0

Cambridge International AS Level English Language provides learners with opportunities to make critical and informed responses to a wide range of texts. Learners will also demonstrate their ability to produce writing to specific briefs and for given audiences.

Prerequisite: Teacher/instructor approval. Must pass ELA FSA. Completed AICE General Paper with a “B” or higher



Reading

Intensive Reading (#1000410A) Credit: 1.0

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time. The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.

English for Speakers of Other Languages (ESOL)

Developmental Language Arts through ESOL (Reading) (#1002381B) Credit: 1.0

The purpose of this course is to provide students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading and writing skills and to strengthen these skills so they are able to successfully read, write, and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

Mathematics

Algebra 1 (1200310) **Algebra 1 Honors** (1200320) Credit: 1.0

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course, and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis,



evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Prerequisite: Teacher/instructor approval for honors.

Geometry (#1206310)
Geometry Honors (#1206320)
 Credit: 1.0

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into five units are as follows.

Unit 1-Congruence, Proof, and Constructions: In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They use triangle congruence as a familiar foundation for the development of formal proof. Students prove theorems using a variety of formats and solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work. Unit 2- Similarity, Proof, and Trigonometry: Students apply their earlier experience with dilation and proportional reasoning to build a formal understanding of similarity. They identify criteria for similarity of triangles, use similarity to solve problems, and apply similarity in right triangles to understand right triangle trigonometry, with particular attention to special right triangles and the Pythagorean theorem. Students develop the Laws of Sines and Cosines in order to find

missing measures of general (not necessarily right) triangles, building on students work with quadratic equations done in the first course. They are able to distinguish whether three given measures (angles or sides) define 0, 1, 2, or infinitely many triangles. Unit 3- Extending to Three Dimensions: Students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area and volume formulas. Additionally, students apply their knowledge of two-dimensional shapes to consider the shapes of cross-sections and the result of rotating a two-dimensional object about a line. Unit 4- Connecting Algebra and Geometry Through Coordinates: Building on their work with the Pythagorean theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines, which relates back to work done in the first course. Students continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola. Unit 5-Circles With and Without Coordinates: In this unit students prove basic theorems about circles, such as a tangent line is perpendicular to a radius, inscribed angle theorem, and theorems about chords, secants, and tangents dealing with segment lengths and angle measures. They study relationships among segments on chords, secants, and tangents as an application of similarity. In the Cartesian coordinate system, students use the distance formula to write the equation of a circle when given the radius and the coordinates of its center. Given an equation of a circle, they draw the graph in the coordinate plane, and apply techniques for solving quadratic equations, which relates back to work done in the first course, to determine intersections between lines and circles or parabolas and between two circles.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Liberal Arts Mathematics 1 (#1207300)
 Credit: 1.0

Liberal Arts Math 1 is designed to help students meet the requirements of Florida's state standards for mathematics.



In addition to addressing and assessing the proficiencies specified within the content standards of the traditional pathway, the course provides students opportunities to apply knowledge and skills to complex real world situations through the completion of performance tasks modeling the structure and approach necessary.

Liberal Arts Mathematics 2 (#1207310)
Credit: 1.0

Liberal Arts Mathematics 2 is a full-year, high school math course intended for the student who has successfully completed the prerequisite course Algebra 1 and Geometry, or Liberal Arts Math 1. This course focuses on algebraic techniques and methods in order to develop student understanding of advanced number theory, concepts involving linear, quadratic, rational, exponential, logarithmic, polynomial functions, and pre-calculus theories. This course also integrates geometric concepts and skills throughout the units.

Algebra 2 (#1200330)
Algebra 2 Honors (#1200340)
Credit: 1.0

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into four units, are as follows:

Unit 1- Polynomial, Rational, and Radical Relationships: This unit develops the structural similarities between the system of polynomials and the system of integers. Students draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students

identify zeros of polynomials, including complex zeros of quadratic polynomials, and make connections between zeros of polynomials and solutions of polynomial equations. The unit culminates with the fundamental theorem of algebra. A central theme of this unit is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers.

Unit 2- Trigonometric Functions: Building on their previous work with functions, and on their work with trigonometric ratios and circles in Geometry, students now use the coordinate plane to extend trigonometry to model periodic phenomena.

Unit 3- Modeling with Functions: In this unit students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying function. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. The description of modeling as “the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions” is at the heart of this unit. The narrative discussion and diagram of the modeling cycle should be considered when knowledge of functions, statistics, and geometry is applied in a modeling context.

Unit 4- Inferences and Conclusions from Data: In this unit, students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data— including sample surveys, experiments, and simulations—and the role that randomness and careful design play in the conclusions that can be drawn.

Unit 5- Applications of Probability: Building on probability concepts that began in the middle grades, students use the languages of set theory to expand their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probability. Students should make use of



geometric probability models wherever possible. They use probability to make informed decisions.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Analysis of Functions Honors/Trigonometry Honors

(#1201315/1211300)

Credit: 0.5 each

Analysis of Functions Honors: The purpose of this course is to enable students to develop advanced mathematics knowledge and skills in algebra and trigonometry, using functions as a unifying theme. Topics shall include, but not be limited to, identify and graph transformations of functions such as linear, rational, quadratic, cubic, radical, absolute value, piece-wise, polynomial, exponential, logarithmic and trigonometric; describe end behavior of polynomial functions; identify discontinuities and asymptotes of rational functions; perform operations and compositions of functions; and apply varied solution strategies for linear equations, inequalities, and systems of equations and inequalities, and varied solution strategies for variations, nonlinear systems of equations, quadratic, polynomial, rational, radical, exponential, logarithmic equations.

Trigonometry Honors: Trigonometry, helps students develop skills to write and use the definition of trigonometric functions; sketch the graph of the trigonometric functions; prove identities; solve trigonometric equations; learn and then apply the law of the sines and cosines; learn how to write a complex number in trigonometric form and find all the roots of a complex number; learn polar coordinates system and the graphs of some simple equations in polar; learn about conic sections (rectangular & polar), vector (applications & operations), and the exponential and logarithmic functions with applications and modeling. The student will analyze and graph mathematical functions. There is an emphasis on verification of trigonometric identities using all of the basic trigonometric identities.

This class will cover the measure of radians and the unit circle. It will relate the unit circle to evaluating and graphing the 6 trigonometric functions and their inverses. It will also explore the periodic nature of trig functions their applications in harmonic motion, tides, and electrical signals. Additionally, this class will cover the Law of sines and cosines and polar graphs. The student will also learn vector operations and apply them to physics problems.

(#1210300)

Credit: 1.0

Prerequisite: Algebra 2

Pre-Calculus Honors

(#1202340)

Credit: 1.0

In this course, students will understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle; Convert between degrees and radians. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and mid-line. Look for and make use of structure. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. Model with mathematics. Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others.

Calculus Honors

(#1202300)

Credit: 1.0

In this course, student will decide when a limit is finite or infinite and evaluating limits numerically, graphically, and analytically. Understand the concept of a derivative geometrically, numerically, and analytically, and interpreting and apply the derivative as an instantaneous rate of change or as the slope of the tangent line. Use the Fundamental Theorem of Calculus to evaluate definite and indefinite integrals and to represent particular anti-derivatives. Perform analytical and graphical analysis of functions so defined.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Prerequisite: Teacher/instructor approval.

Probability & Statistics with Applications Honors

Through this course, student will understand statistics as a process for making inferences about population parameters based on a random sample from that population. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. Analyze decisions and strategies using probability concepts.

Honors and Advanced Level Course Note:

Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Advanced Placement (AP) Statistics

(#1210320)

Credit: 1.0

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. *Prerequisite:* The AP Statistics course is an excellent option for any secondary school student who has successfully completed a second-year course in algebra and who possesses sufficient mathematical maturity and quantitative reasoning ability. Because second-year algebra is the prerequisite course, AP Statistics is usually taken in either the junior or senior year. Decisions about whether to take AP Statistics and when to take it depend on a student's plans: § Students planning to take a science course in their senior year will benefit greatly from taking AP Statistics in their junior year. § For students who would otherwise take no mathematics in their senior year, AP Statistics allows them to continue to develop their quantitative skills. § Students who wish to leave open the option of taking calculus in college should include precalculus in their high school program and perhaps take AP Statistics concurrently with precalculus. § Students with the appropriate mathematical background are encouraged to take both AP Statistics and AP Calculus in high school.

Advanced Placement (AP) Calculus AB (#1202310)

Advanced Placement (AP) Calculus BC (#1202320)

Credit: 1.0

AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. *Prerequisites:* Before studying calculus, all students should complete the equivalent of four years of secondary mathematics designed for college-bound students: courses that should prepare them with a strong foundation in reasoning with algebraic symbols and working with algebraic structures. Prospective calculus students should take courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions. In particular, before studying calculus, students must be familiar with the properties of functions, the composition of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and descriptors such as increasing and decreasing). Students should also know how the sine and cosine functions are defined from the unit circle and know the values of the trigonometric functions at the numbers $0, \frac{\pi}{6}, \frac{\pi}{4}, \frac{\pi}{3}, \frac{\pi}{2}$ and their multiples. Students who take AP Calculus BC should have basic familiarity with sequences and series, as well as some exposure to parametric and polar equations. *Prerequisite:* Teacher/instructor approval.



Music

Music of the World

(#1300340)
Credit: 1.0

Students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

Chorus 1

(#1303300)
Credit: 1.0

This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

Chorus 2

(#1303310)
Credit: 1.0

This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances. *Prerequisite:* Teacher/instructor approval.

Chorus 3

(#1303320)
Credit: 1.0

This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills. *Prerequisite:* Teacher/instructor approval.

Chorus 4

(#1303330)
Credit: 1.0

This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance. *Prerequisite:* Teacher/instructor approval.

Prerequisite: Teacher/instructor approval. *Special Note:* This course may require students to participate in extra rehearsals and performances beyond the school day

Band 1 (Concert Ensemble) (#1302300) Credit: 1.0

This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

Band 2 (Symphonic Ensemble) (#1302310) Credit: 1.0

This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Prerequisite: Teacher/instructor approval.

Band 3 (Wind Ensemble) (#1302320) Credit: 1.0

This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

Prerequisite: Teacher/instructor approval.

Special Note: This course require students to participate in extra rehearsals and performances beyond the school day. Requires participation in Marching Band

Jazz Band 1 (#1302500) Credit: 1.0

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Prerequisite: Teacher/instructor approval.



Jazz Band 3

(#1302530)

Credit:1.0

Jazz Band 2

(#1302510)

Credit: 1.0

Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Musicians study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Prerequisite: Teacher/instructor approval.

Jazz Band 3

(#1302520)

Credit:1.0

Students with considerable jazz experience become conversant with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians apply their theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, strengthen natural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend extend, and assess learning in the classroom. Students i

Instrumental Techniques 1 (Percussion)

(#1302530)

Credit:1.0

Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Prerequisite: Teacher/instructor approval



Instrumental Techniques 2 (Percussion) (#1302430)
Credit: 1.0

Students in this novice-level class continue to develop musical and technical skills on a specific instrument through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals.
Prerequisite: Teacher/instructor approval.
Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

Instrumental Techniques 3 (Percussion) (#1302440)
Credit: 1.0

Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals.
Prerequisite: Teacher/instructor approval. *Special Note:* This course may require students to participate in extra rehearsals and performances beyond the school day.

Eurhythmics 1 (Color Guard) (#130530)
Credit: 1.0

Student dancers develop basic skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Eurhythmics 2 (Color Guard) (#1305310)
Credit: 1.0

Student dancers build on previous experience to perform and evaluate choreographed performances as an independent ensemble and in cooperation with a music ensemble. Students focus on strengthening dance skills, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals.
Prerequisite: Teacher/instructor approval.
Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

Eurhythmics 3 (Color Guard) (#1305320)
Credit: 1.0

Student dancers strengthen their performance and evaluative skills, and explore the basic processes of designing choreography for an independent ensemble or in cooperation with a music ensemble. Students develop more sophisticated dance skills and equipment manipulation. Public performances may serve as a culmination of specific instructional goals.
Prerequisite: Teacher/instructor approval.
Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

Eurhythmics 4 (Color Guard) (#1305330)
Credit: 1.0

Student dancers develop advanced skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Coursework focuses on dance, equipment manipulation, precision, and analysis of the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. *Prerequisite:* Teacher/instructor approval.
Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.





Naval JROTC

Naval Science 1 (#1802300) Credit: 1.0

The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course will also enable students to develop appreciation for the heritage and traditions of America, to recognize the importance of the role of sea power in America's future, and to develop a sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level.

Naval Science 2 (#1802310) Credit: 1.0

The purpose of this course is to engender a sound appreciation of the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future. This course will also enable students to develop a sense of pride in his/her organization, associates, and self. This course will further enable students to develop understanding of maritime geography as it relates to our natural resources, landforms, climate, soil, bodies of water, people, governments, the military, and geopolitics. *Prerequisite:* Teacher/instructor approval.

Naval Science 3 (#1802320) Credit: 1.0

The purpose of this course is to enable students to further develop understanding the importance of sea power and national security, naval operations and support functions, military law, international law, and the sea. This course

will also enable students to develop understanding of the technical area of naval science study. *Prerequisite:* Teacher/instructor approval.

Naval Science 4 (#1802330) Credit: 1.0

The purpose of this course is to enable students to develop leadership skills including knowledge of individual needs and group dynamics, leadership principles and responsibilities, and effective communication strategies. *Prerequisite:* Teacher/instructor approval

Peer Counseling

Peer Counseling 1 (1400300) Peer Counseling 2 (1400310)

Peer Counseling 1 - The purpose of this course is to enable students to develop basic knowledge and skills in communication, meeting human needs, and conflict resolution.

The content should include the following:
Demonstrate knowledge of the functions and responsibilities of peer facilitators (e.g., listening, confidentiality, team building, conflict resolution, intervention).

Demonstrate awareness of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others.

Demonstrate knowledge of basic human needs (e.g., food, clothing, shelter, recognition, development, security, identity) and the ways in which they can be met while developing group cohesion.

Demonstrate use of basic facilitative communication skills (e.g., listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response). Identify own feelings and needs and communicate them in a positive way.

Demonstrate awareness of leadership styles (e.g., authoritarian, democratic, permissive).

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Demonstrate awareness of methods for dealing with conflict (e.g., communication, assertion, avoidance, aggression) and steps to resolution (i.e., set rules, gather perspectives, identify needs and goals, create and evaluate options, and generate agreement).
Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Peer Counseling 2 - The purpose of this course is to enable students to develop intermediate-level knowledge and skills in communication, personal and group dynamics, and conflict resolution.

The content should include the following:
Demonstrate understanding of the functions and responsibilities of peer facilitators (listening, team building, confidentiality, conflict resolution, and intervention).

Demonstrate knowledge of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others.

Demonstrate understanding of the impact of self-knowledge and interpersonal skills on relationships with peers and family.

Demonstrate knowledge of the positive and negative impacts of peer pressure on oneself and on relationships with peers and family.

Demonstrate use of intermediate-level facilitative communication skills (listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response).

Make inferences and justify conclusions from sample surveys, experiments, and observational studies. *Prerequisite:* Teacher/instructor approval.

Peer Counseling 3 (#1400320)

Peer Counseling 4 (#1400330)

Credit: 0.5 each

Peer Counseling 3 - The purpose of this course is to enable students to develop proficient knowledge and skills in communication, personal and group dynamics, and conflict resolution. Emphasis will be on the issues and concerns of students within the school. The content should include the following:

Select and use appropriate, effective leadership and interpersonal skills and techniques in group settings.
Demonstrate knowledge of varied behavioral responses to situational, environmental, and chemical elements; and

the impact of subsequent decision-making on self and others.

Demonstrate use of proficient facilitative communication skills (listening, feedback, nonverbal communication, nonjudgmental response, repairing communication breakdown).

Demonstrate understanding of methods for dealing with conflict (communication, assertion, avoidance, aggression) and use strategies specific to varied types of conflict to facilitate resolution.

Demonstrate knowledge of varied school and community resources (school counseling center, School Resource Officer, community mental health services, public health services, AIDS clinic, rape crisis center, drug and alcohol intervention/prevention programs, hotlines, Internet).

Assess needs and issues among individuals and groups of students within the school.

Work cooperatively to plan, implement, and evaluate effective student programs designed to address needs and issues identified through assessment.

Peer Counseling 4 - The purpose of this course is to enable students to develop advanced knowledge and skills in communication, personal and group dynamics, and conflict resolution. Emphasis will be on program development and intervention for students in the school and community.

The content should include the following:

Select and use appropriate, effective leadership and interpersonal skills and techniques in group settings.

Demonstrate understanding of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others.

Demonstrate use of advanced facilitative communication skills (listening, feedback, nonverbal communication, nonjudgmental response, repairing communication breakdown).

Demonstrate understanding of methods for dealing with conflict (communication, assertion, avoidance, aggression) and use strategies specific to varied types of conflict to facilitate resolution.

Demonstrate knowledge of varied school and community resources (school counseling center, School Resource Officer, community mental health services, public health services, AIDS clinic, drug and alcohol intervention/prevention programs, rape crisis center, hotlines, Internet).

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Analyze feedback and previous assessments to identify current needs and issues within the school or community. Work cooperatively to plan, implement, and evaluate effective student programs designed to address needs and issues identified through assessment.

*Prerequisite:* Teacher/instructor approval.

**Peer Counseling 5** (#1400340)

**Peer Counseling 6** (#1400350)

## Science

**Environmental Science** (#2001340)

Credit: 1.0

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

**Environmental Science Honors**

(#2001341)

Credit: 1.0

This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them. Laboratory investigations that include the use of

scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p.3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have skills to aggregate, interpret, and present the resulting data (NRC, 2006, p.77; NSTA, 2007).

**Biology 1**

(#2000320)

Credit: 1.0

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).





## Biology 1 Honors

(#2000320)

Credit: 1.0

While the content focus of this course is consistent with the Biology I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work.

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## Biology 2 Honors

(#2000330)

Credit: 1.0

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and

ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## Advanced Placement (AP) Biology

(#2000340)

Credit: 1.0

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

*Prerequisite:* Students should have successfully completed high school courses in biology and chemistry. *Special Note:* This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

*Prerequisite:* Teacher/instructor approval.

## Chemistry 1

(#2003340)

Credit: 1.0

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).



## Chemistry 1 Honors (#2003350)

Credit: 1.0

While the content focus of this course is consistent with the Chemistry I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## Advanced Placement (AP) Chemistry

(#2003370)

Credit: 1.0

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. *Prerequisite:* Students should have successfully completed a general high school chemistry course and Algebra II.  
*Special Note:* This course requires that 25 percent of instructional time engages students in lab investigations.

This includes a minimum of 16 hands-on labs (at least six of which are inquiry-based). It is recommended that students keep a lab notebook throughout. *Prerequisite:* Teacher/instructor approval.

## AICE Cambridge Environmental Management AS Level

(#2001381)

Credit: 1.0

This AS Level course develops scientific knowledge and understanding of global environmental issues and theories, and of the policies and strategies for managing the environment. The course covers the sustainable use and management of resources, and strategies that aim to protect environments. Learners will interpret and analyze data and do investigative work. Case studies allow teachers to choose their own examples to investigate, which may be local, regional or global.  
*Prerequisite:* Teacher/instructor approval.

## Marine Science 1

(#2002500)

## Marine Science 1 Honors

(#2002510)

Credit: 1.0

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

HONORS: While the content focus of this course is consistent with the Marine Science I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for



honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## **AICE Cambridge Marine Science 1 AS** (#2000360) Credit: 1.0

The content of the AS course concentrates on the scientific study of the sea and its ecosystems, The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts, as well as on the acquisition of knowledge. The course will foster creative thinking and problem-solving skills, which are transferable to any future career path.

## **Anatomy and Physiology Honors** (#2000360) Credit: 1.0

While the content focus of this course is consistent with the Anatomy and Physiology course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science

Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007). *Prerequisite: Teacher/instructor approval*

## **Physics 1 Honors** (#2003390) Credit: 1.0

While the content focus of this course is consistent with the Physics I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007). *Prerequisite: Teacher/instructor approval.*

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Advanced Placement (AP) Physics 1

(#2003421)

Credit: 1.0

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.

Special Note: This course requires that twenty-five percent of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. Inquiry-based laboratory experiences support the AP Physics 1 course and AP Course Audit curricular requirements by providing opportunities for students to engage in the seven science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory work, so students should be encouraged to retain their laboratory notebooks, reports, and other materials.

Prerequisite: Teacher/instructor approval.

land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

World History

(#2109310)

World History Honors

(#2109320)

Credit: 1.0 each

World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations. Honors and Advanced Level Course Note: Scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Social Studies

World Geography

(#2103300)

Credit: 1.0

The World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes,



Advanced Placement (AP) World History (#2109420) Credit: 1.0

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Special Note: Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

United States History (#2100310) **United States History Honors** (#2100320) Credit: 1.0 each

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

Honors and Advanced Level Course Note: Scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient

in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Advanced Placement (AP) United States History (#2100330) Credit: 1.0

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

Special Note: Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Economics with Financial Literacy **Economics with Financial Literacy Honors** (#2102335) (#2102345) Credit: 1.0 each

The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant



to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. Honors and Advanced Level Course Note: Scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Economics/ United States Government (#2102310/2106310) Credit: 1.0

Economics - The grade 9-12 course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

United States Government - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of

the three branches of government at the local, state and national level, and the political decision-making process.

Economics Honors/ United States Government Honors (#2102320/2106320) Credit: 1.0

Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. Honors and Advanced Level Course Note: Scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

United States Government - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.



Honors and Advanced Level Course Note: Scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Advanced Placement (AP) United States Government & Politics (#2106420) Credit: 1.0

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Special Note: Students are required to take Economics Honors online to access AP Gov. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Project requirement: The required project adds a civic component to the course, engaging students in exploring how they can affect, and are affected by, government and politics throughout their lives. The project might have students collect data on a teacher-approved political science topic, participate in a community service activity, or observe and report on the policymaking process of a governing body. Students should plan a presentation that

relates their experiences or findings to what they are learning in the course.

Advanced Placement (AP) Human Geography (#2103400) Credit: 1.0

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

Special Note: Students should be able to read college-level texts and write grammatically correct, complete sentences.

Law Studies/ Legal Systems & Concepts (#2106350/2106380) Credit: 0.5 each

Law Studies - The grade 9-12 course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

Legal Systems and Concepts - The grade 9-12 course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, Civics and Government. The primary content for the course pertains to the examination of the American legal system and the nature of specific rights granted under the United States Constitution. Content should include, but is not limited to, the historical antecedents of laws and the basis for the creation of laws, the background, principles and applications of the United



States Constitution, the rights protected by the Constitution and precedent-setting cases related to these rights, the process for enacting criminal laws at the state and local levels, the stages of the criminal justice system, the government and private agencies which provide services to individuals accused of crimes, the citizen's role in the legal system, the role of women and diverse cultural groups within the justice system, and careers in the justice system.

African American History (#2100340) Credit: 1.0

The grade 9-12 African American History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

Adulting 101 History/ Personal Financial Literacy Honors (#0500500/21023740) Credit: 1 credit

Adulting 101 - Personal Financial – “Money Matters” The grade 9-12 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Language Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data. The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society. Content should include, but not be limited to: cost/Benefit analysis of economic decisions, earning an income,

understanding state and federal taxes, utilizing banking and financial services, balancing a checkbook and managing a bank account, savings, investment and planning for retirement, understanding loans and borrowing money, including predatory lending and payday loans, understanding interest, credit card debt and online commerce, how to prevent identify fraud and theft rights and responsibilities of renting or buying a home, understanding and planning for major financial purchases, understanding the costs and benefits of insurance, understanding the financial impact and consequence of gambling, avoiding and filing bankruptcy, reducing tax liability.

Women’s Studies/Great Men and Women of Color Who Shaped World History (#2107350) Credit: 0.5 each

Women’s Studies: The grade 9-12 Women's Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the historical development of women in various cultures, the role of women in shaping history, and of contemporary issues that impact the lives of women.

Great Men and Women of Color Who Shaped World History: This course examines world history through the contributions of individuals. Students will learn about specific men and women of color who have shaped the world and changed the course of history. Students will understand that the development of our society was made possible through the efforts and contributions of people of various ethnicities. Students will study biographical accounts of individuals and learn how these historical figures have shaped the history, culture and politics of our society. Students will be introduced to men and women of color who have made valuable contributions to world history. Many scholars have recognized these historical figures and how their legacies can inspire students. Though the focal point of this course is studying biographical accounts of historical figures, the larger goal is that students appreciate the contributions of men and women of color in a larger context of world history. Students will synthesize the information they learn and develop an understanding of how the past affects the present. Assignments should be designed to emphasize more than historical figures and dates, but examine how these figures and dates created a shift in our historical progression. Assignments should help foster critical thinking, analytical and inference skills.



History of Holocaust/Contemporary History (#2109430/2109350)

Credit: 0.5 each

Holocaust - The grade 9-12 course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping.

Contemporary History - The grade 9-12 course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the development of the contemporary world within the context of history in order to analyze current events. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Content should include, but is not limited to, world events and trends in the 20th and 21st centuries with emphasis on the past two decades, historical antecedents of contemporary political, social, economic and religious issues, impact of religious thought on contemporary world issues, interaction among science, technology and society, influence of significant historical and contemporary, figures and events on the present, and projection of current trends and movements.

Psychology 1 Honors (#2107300)

Psychology 2 Honors (#2107310)

Credit: 1.0

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Advanced Placement (AP) Psychology (#2107350)

Credit: 1.0

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

Special Note: Students should be able to read college-level texts and write grammatically correct, complete sentences



AICE Cambridge European History 1 AS (#2108310)

Credit: 1.0

The aims of this course are to enable students to develop:

- an interest in the past and an appreciation of human endeavor
- a greater knowledge and understanding of historical periods or themes
- a greater awareness of historical concepts such as cause and consequence, change and continuity, similarity and difference, significance and interpretations
- an appreciation of the nature and diversity of historical sources available, and the methods used by historians
- an exploration of a variety of approaches to different aspects of history and different interpretations of particular historical issues
- the ability to think independently and make informed judgements on issues
- an empathy with people living in different places and at different times
- a firm foundation for further study of History.
- France, 1774–1814
- The Industrial Revolution in Britain, 1750–1850
- Liberalism and nationalism in Germany, 1815–71
- The Russian Revolution, 1894–1921
 - an exploration of a variety of approaches to different aspects of history and different interpretations of particular historical issues
 - the ability to think independently and make informed judgements on issues
- an empathy with people living in different places and at different times
- a firm foundation for further study of History
- Empire and the emergence of world powers, 1870–1919
- The League of Nations and international relations in the 1920s
- The League of Nations and international relations in the 1930s
- China and Japan, 1912–45

AICE Cambridge European History 2 A Level

(#2108310)

Credit: 1.0

Cambridge International A Level History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus develops lifelong skills including understanding issues and themes within a historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. At A Level learners can select from topics on European, American, African, Southeast Asian and International history. Teachers choose which periods to focus on, allowing them to build a course that reflects their learners' interests and staff specialisms, or which is relevant to the local or regional context.

AICE Sociology 1 AS Level

(#2108310)

Credit: 1.0

The aims of this course are to enable students to develop:

- knowledge and understanding of sociological terms, theories, methods and research findings
- an awareness of the range and limitations of sociological theory and the ability to compare and contrast different theoretical perspectives
- an appreciation and understanding of individual, social and cultural diversity, and of continuity and change in social life
- an understanding of sociological research methods, including issues concerned with the planning, implementation and evaluation of research enquiry and the collection, analysis and interpretation of data
- improved skills of communication, interpretation, analysis and evaluation
- skills for further study



French 1

(#0701320)

Credit: 1.0

French 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

**French 2****(#0701330)**

Credit: 1.0

French 2 reinforces the fundamental skills acquired by the students in French 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

French 3 honors**(#0701340)**

Credit: 1.0

French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

French 4 Honors**(#0701350)**

Credit: 1.0

French 4 expands the skills acquired by the students in French 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Spanish 1**(#0708340)**

Credit: 1.0

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

Spanish 2**(#0708350)**

Credit: 1.0

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Spanish 3 Honors**(#0708360)**

Credit: 1.0

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Spanish 4 Honors**(#0708370)**

Credit: 1.0

Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Advanced Placement (AP) Spanish Literature**(#0708410)**

Credit: 1.0

AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.



Advanced Placement (AP) Spanish Language (#0708400)

Credit: 1.0

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

AICE Spanish First Language 1 AS Level (#0709360)

Credit: 1.0

Cambridge International AS Level First Language Spanish is designed for learners whose first language is Spanish. Cambridge International AS Level First Language Spanish builds on skills already established at Cambridge IGCSE level. Learners develop clear, accurate and effective communication in speech and writing. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which Spanish can be used. Cambridge International AS Level First Language Spanish also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

Spanish for Spanish Speakers 1 (#0709300)

Credit: 1.0

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will

continue reflecting the cultural values of Spanish language and societies.

Spanish for Spanish Speakers 2 (#0709310)

Credit: 1.0

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1. Students are exposed to a variety of Spanish literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will continue reflecting the cultural values of Spanish language and societies.

Physical Education

HOPE, or Health Opportunities through Physical Education (#3026010)

Credit: 1.0

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will combine the learning of principles and background information in a classroom setting with physical application of the knowledge. A majority of class time should be spent in physical activity. Students will learn games and activities as well as concepts to pursue lifetime fitness.

Special Note: All PE students are required to have/purchase the school-issued PE uniform.

Weight Training 1/Individual & Dual Sports 1 (#1501340/1502410)

Credit: 0.5 each

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness



concepts throughout the content is critical to the success of this course.

Special Note: All PE students are required to have/purchase the school-issued PE uniform.

Weight Training 2/Individual & Dual Sports 2

(#1501350/1502420)

Credit: 0.5 each

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

Special Note: All PE students are required to have/purchase the school-issued PE uniform.

Weight Training 3/Individual & Dual Sports 3

(#1501360/1502430)

Credit: 0.5 each

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

Special Note: All PE students are required to have/purchase the school-issued PE uniform.

Team Sports 1/2

(#1503350/1503360)

Credit: 0.5 each

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

Special Note: All PE students are required to have/purchase the school-issued PE uniform.

Fitness Lifestyle Design/Recreational Activities

(#1501310/15024700)

Credit: 0.5 each

This course is designed to provide students with an opportunity to be active through the application of concepts and principles and components of physical

education. The students will gain cognitive knowledge about flexibility, balance, muscular strength and endurance, and its benefits, exposing them to a lifetime activity that they may choose to participate in later in life.

Special Note: All PE students are required to have/purchase the school-issued PE uniform.

Purchase of Personal Yoga mat is highly recommended.

Care and Prevention of Athletic Injuries/First Aid & Safety

(#1501310/15024700)

Credit: 0.5 each

This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention.

Advanced Academics

Advanced Placement (AP)

Advanced Placement (AP) Studio Art Two-Dimensional Design Portfolio

(#0109350)

Credit: 1.0

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

Prerequisite: Teacher/instructor approval.





Advanced Placement (AP) Art-Drawing Portfolio (#0104300)

Credit: 1.0

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

Prerequisite: Teacher/instructor approval.

Advanced Placement (AP) Computer Principles (#9007210)

Credit: 1.0

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. *Prerequisites:* It is recommended that a student in the AP Computer Science A course has successfully completed a first-year high school algebra course with a strong foundation of basic linear functions, composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represent points on a plane. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course *Prerequisite:* Teacher/instructor approval.

Advanced Placement (AP) Computer Science A (#02003200)

Credit: 1.0

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Prerequisites: It is recommended that a student in the AP Computer Science A course has successfully completed a first-year high school algebra course with a strong foundation of basic linear functions, composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represent points on a plane. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course

Special Note: The AP Computer Science A course requires that solutions of problems be written in the Java programming language. Because the Java programming language is extensive, with far more features than could be covered in a single introductory course, the AP Computer Science A Exam covers a subset of Java.

Advanced Placement (AP) English Language and Composition (#1001420)

Credit: 1.0

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods.

Prerequisite: Teacher/instructor approval. Must have passed ELA FSA. Completed English II or higher

**Advanced Placement (AP) English
Literature and Composition (#1001430)**

Credit: 1.0

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

**Advanced Placement (AP) Capstone
Seminar (#1700500)**

Credit: 1.0

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

**Advanced Placement (AP) Capstone
Research (#1700510)**

Credit: 1.0

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology,

employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

**Advanced Placement (AP) Calculus AB
(#1202310)****Advanced Placement (AP) Calculus BC
(#1202320)**

Credit: 1.0

AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

Prerequisites: Before studying calculus, all students should complete the equivalent of four years of secondary mathematics designed for college-bound students: courses that should prepare them with a strong foundation in reasoning with algebraic symbols and working with algebraic structures. Prospective calculus students should take courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions. In particular, before studying calculus, students must be familiar with the properties of functions, the composition



of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and descriptors such as increasing and decreasing). Students should also know how the sine and cosine functions are defined from the unit circle and know the values of the trigonometric

functions at the numbers $0, \frac{\pi}{6}, \frac{\pi}{4}, \frac{\pi}{3}, \frac{\pi}{2}$ and their multiples. Students who take AP Calculus BC should have basic familiarity with sequences and series, as well as some exposure to parametric and polar equations.

Prerequisite: Teacher/instructor approval.

Advanced Placement (AP) Statistics (#1210320) Credit: 1.0

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference.

Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Prerequisite: The AP Statistics course is an excellent option for any secondary school student who has successfully completed a second-year course in algebra and who possesses sufficient mathematical maturity and quantitative reasoning ability. Because second-year algebra is the prerequisite course, AP Statistics is usually taken in either the junior or senior year. Decisions about whether to take AP Statistics and when to take it depend on a student's plans: § Students planning to take a science course in their senior year will benefit greatly from taking AP Statistics in their junior year. § For students who would otherwise take no mathematics in their senior year, AP Statistics allows them to continue to develop their quantitative skills. § Students who wish to leave open the option of taking calculus in college should include precalculus in their high school program and perhaps take AP Statistics concurrently with precalculus. § Students with the appropriate mathematical background are encouraged to take both AP Statistics and AP Calculus in high school.

Advanced Placement (AP) Chemistry (#2003370) Credit: 1.0

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. *Prerequisite:* Students should have successfully completed a general high school chemistry course and Algebra II.

Special Note: This course requires that 25 percent of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry-based). It is recommended that students keep a lab notebook throughout. *Prerequisite:* Teacher/instructor approval.

Advanced Placement (AP) Biology (#2000340) Credit: 1.0

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

Prerequisite: Students should have successfully completed high school courses in biology and chemistry. *Special Note:* This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Prerequisite: Teacher/instructor approval.

Advanced Placement (AP) Physics 1 (#2003421) Credit: 1.0

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and



rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.

Special Note: This course requires that twenty-five percent of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. Inquiry-based laboratory experiences support the AP Physics 1 course and AP Course Audit curricular requirements by providing opportunities for students to engage in the seven science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory work, so students should be encouraged to retain their laboratory notebooks, reports, and other materials.

Prerequisite: Teacher/instructor approval.

Advanced Placement (AP) World History (#2109420) Credit: 1.0

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Special Note: Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Advanced Placement (AP) United States History (#2100330)

Credit: 1.0

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

Special Note: Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Advanced Placement (AP) United States Government & Politics (#2106420) Credit: 1.0

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Special Note: Students are required to take Economics Honors online to access AP Gov. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Project requirement: The required project adds a civic component to the course, engaging students in exploring how they can affect, and are affected by, government and



politics throughout their lives. The project might have students collect data on a teacher-approved political science topic, participate in a community service activity, or observe and report on the policymaking process of a governing body. Students should plan a presentation that relates their experiences or findings to what they are learning in the course.

Advanced Placement (AP) Human Geography (#2103400)
Credit: 1.0

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

Special Note: Students should be able to read college-level texts and write grammatically correct, complete sentences.

Advanced Placement (AP) Psychology (#2107350)
Credit: 1.0

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology.

Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

Special Note: Students should be able to read college-level texts and write grammatically correct, complete sentences.

Advanced Placement (AP) Spanish Literature (#0708410)
Credit: 1.0

AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.

Advanced Placement (AP) Spanish Language (#0708400)
Credit: 1.0

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

AICE CAMBRIDGE courses

AICE Drama AS Level (#04003460)
Credit: 1.0

Cambridge International AS Level Drama encourages students to explore a range of practical and theoretical approaches to drama from script to performance. The syllabus encourages students to develop the ability to apply practical skills effectively and to analyze and evaluate both their own work and the work of others.

At AS Level, students focus on three key areas:

- the exploration, interpretation and analysis of the potential of dramatic texts in a performance context
- the development of dramatic skills and their application to the process of devising based on a selected stimulus
- the development of acting skills and their application to scripted performance

Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day.





AICE Media Studies AS Level (#1100460)

Credit: 1.0

Cambridge International AS Level Media Studies offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. The syllabus enables learners to take a hands-on approach to the subject. Through the coursework components - the Foundation Portfolio for AS Level - they create their own media products from planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve.

AICE Business AS Level (#2102324)

Credit: 1.0

The Business course enables learners to understand and appreciate the nature and scope of business, and the role it plays in society. The syllabus covers economic, environmental, ethical, governmental, legal, social and technological issues, and encourages a critical understanding of organizations, the markets they serve and the process of adding value. Learners examine the management of organizations and, in particular, the process of decision-making in a dynamic external environment.

Prerequisite: Teacher/instructor approval.

AICE Computer Science 1 AS Level

(#0200480)

Credit: 1.0

The aims of this course are to enable students to develop:

- computational thinking skills
- an understanding of the main principles of solving problems using computers
- an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communication and people
- an understanding of the different methods of communication and the functionality of networks and the internet
- the skills necessary to apply this understanding to develop computer based solutions to problems.

AICE English General Paper AS Level (#1009360)

Credit: 1.0

The Cambridge International AS Level English General Paper encourages learners to engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analyzing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English.

Prerequisite: Teacher/instructor approval.

AICE English Language 1 AS Level

(#1001550)

Credit: 1.0

Cambridge International AS Level English Language provides learners with opportunities to make critical and informed responses to a wide range of texts. Learners will also demonstrate their ability to produce writing to specific briefs and for given audiences.

Prerequisite: Teacher/instructor approval. Must pass ELA FSA. Completed AICE General Paper with a "B" or higher

AICE English Language 2 A Level

(#1001551)

Credit: 1.0

Cambridge International A Level English Language learners will also develop a strong foundation in the study of linguistics, focusing on language change, child language acquisition, spoken language, English in the world, and language and the self.

Prerequisite: Students must successfully pass the AS level of AICE English Language in order to be eligible to take this course.

AICE English Literature 1 AS Level

(#1005370)

Credit: 1.0

Cambridge International AS Level Literature in English will provide learners with the opportunity to gain further knowledge and understanding of international poetry, prose and drama, with candidates studying all genres at both levels. A wide range of inspiring set texts have been carefully selected to offer a depth and breadth of literary study and to encourage lively and stimulating classroom discussion. At AS Level learners will study three set texts and prepare for one unseen text. Learners will be



encouraged to practice their skills in close reading through the study of literary extracts and unseen texts; developing skills of analysis and interpretation of texts, alongside their expression of personal response to the texts studied. Learners will explore the conventions of genres of texts and the contexts in which works have been written, read and received.

Prerequisite: Teacher/instructor approval. Must have completed English III Honors or AICE Language AS.

AICE Environmental Management AS Level (#2001381)

Credit: 1.0

This AS Level course develops scientific knowledge and understanding of global environmental issues and theories, and of the policies and strategies for managing the environment. The course covers the sustainable use and management of resources, and strategies that aim to protect environments. Learners will interpret and analyze data and do investigative work. Case studies allow teachers to choose their own examples to investigate, which may be local, regional or global.

Prerequisite: Teacher/instructor approval.

AICE Marine Science 1 AS Level (#2000360)

Credit: 1.0

The content of the AS course concentrates on the scientific study of the sea and its ecosystems, The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts, as well as on the acquisition of knowledge. The course will foster creative thinking and problem-solving skills, which are transferable to any future career path.

AICE European History 1 AS Level (#2108310)

Credit: 1.0

The aims of this course are to enable students to develop:

- an interest in the past and an appreciation of human endeavor
- a greater knowledge and understanding of historical periods or themes

- a greater awareness of historical concepts such as cause and consequence, change and continuity, similarity and difference, significance and interpretations
- an appreciation of the nature and diversity of historical sources available, and the methods used by historians
- an exploration of a variety of approaches to different aspects of history and different interpretations of particular historical issues
- the ability to think independently and make informed judgements on issues
- an empathy with people living in different places and at different times
- a firm foundation for further study of History.
- France, 1774–1814
- The Industrial Revolution in Britain, 1750–1850
- Liberalism and nationalism in Germany, 1815–71
- The Russian Revolution, 1894–1921

AICE European History 2 A Level (#2109372)

Credit: 1.0

Cambridge International A Level History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus develops lifelong skills including understanding issues and themes within a historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. At A Level learners can select from topics on European, American, African, Southeast Asian and International history. Teachers choose which periods to focus on, allowing them to build a course that reflects their learners' interests and staff specialisms, or which is relevant to the local or regional context.

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AICE Sociology 1 AS Level (#2108310)

Credit: 1.0

The aims of this course are to enable students to develop:

- knowledge and understanding of sociological terms, theories, methods and research findings
- an awareness of the range and limitations of sociological theory and the ability to compare and contrast different theoretical perspectives
- an appreciation and understanding of individual, social and cultural diversity, and of continuity and change in social life
- an understanding of sociological research methods, including issues concerned with the planning, implementation and evaluation of research enquiry and the collection, analysis and interpretation of data
- improved skills of communication, interpretation, analysis and evaluation
- skills for further study.

AICE Spanish First Language 1 AS Level

(#0709360)

Credit: 1.0

Cambridge International AS Level First Language Spanish is designed for learners whose first language is Spanish. Cambridge International AS Level First Language Spanish builds on skills already established at Cambridge IGCSE level. Learners develop clear, accurate and effective communication in speech and writing. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which Spanish can be used. Cambridge International AS Level First Language Spanish also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

AICE Global Perspectives & Research 1 AS Level

(#1700364)

Credit: 1.0

Cambridge International AS Level Global Perspectives & Research aims to encourage young people to think about and explore issues of global significance. Studying this syllabus will appeal to young people because it enables

them to explore and make judgements about global issues of relevance and importance to their own lives. It offers learners opportunities to acquire, develop and apply skills in critical thinking, problem-solving, research, communication and collaboration. In short, this course encourages the development within young people of global competency – the ability to define a global problem, reflect and take action. This syllabus is firmly based on skills rather than specific content. Through the study of a range of global issues, learners will explore different and sometimes opposing perspectives. Recognizing these perspectives will help to nurture a climate of cross-cultural awareness and promote cultural agility. Cambridge International AS Level Global Perspectives & Research encourages transformative learning, whereby learners become more aware of their own beliefs and assumptions and more able to be self-critical. This leads to an increased willingness to modify their standpoints and be open to different views and ways of thinking. In short, this course will develop learners who are capable of understanding, assessing and taking action on global issues with competence and confidence. By studying this course learners will develop research skills that will enable them to obtain information, evaluate its reliability and usefulness and use the evidence gathered to construct their own arguments and lines of reasoning. Through well-defined stages, called the Critical Path, learners will be encouraged to apply a logical approach to thinking and reasoning. By following this path, they will be able to analyze the structure and context of arguments, assess the impact and limitations of evidence and make well-reasoned judgements. Learners will build skills in organizing and communicating their findings in appropriate multimedia formats. By developing thinking and reasoning skills, as well as research and communication skills, Cambridge International AS Level Global Perspectives & Research will enable learners to meet the demands of the twenty-first century and to make a successful transition to higher education, employment and lifelong learning.

AICE Thinking Skills AS Level (#1700372)

Credit: 1.0

Thinking Skills develops a set of transferable skills, including critical thinking, reasoning and problem solving, that students can apply across a wide range of subjects and complex real world issues. The syllabus enables students to develop their ability to analyze



unfamiliar problems, devise problem solving strategies, and evaluate the diverse ways a problem may be solved. During a Thinking Skills course, students learn to put their personal views aside in favor of examining and evaluating the evidence. Students learn how to make informed and reasoned decisions and construct evidence-based arguments. These independent thinking skills build confidence and equip students with a toolkit for tackling complex and unfamiliar subjects, essential for successful progression to higher education or into professional employment.

SPECIAL INTEREST ELECTIVES

Latinos in Action (#1400310)

Credit 1.0

Latinos In Action (LIA) offers an asset-based approach to bridging the graduation and opportunity gap for Latino students, working from within the educational system to create positive change. Our program operates as a year-long elective course taught by a highly-qualified teacher at the middle school, junior high, and high school level. The end goal of everything we do is to empower Latino youth to lead and strengthen their communities through college and career readiness. We accomplish this by focusing on four pillars: leveraging personal and cultural assets, excelling in education, serving the community, and developing leadership skills.