

ATLANTIC COMMUNITY HIGH SCHOOL



CURRICULUM GUIDE

2016-2017

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TABLE OF CONTENTS

Legend for Types of Credit.....	3
Language Arts Department.....	4
Mathematics Department.....	8
Science Department.....	12
Social Studies Department.....	16
Art Department.....	21
Construction Academy.....	25
Criminal Justice Academy.....	27
English language Learners (ELL).....	27
Exceptional Student Education (ESE).....	27
Family Consumer Science.....	28
Foreign Language.....	29
JROTC.....	32
Music Department.....	32
Physical Education.....	35
Sports, Recreation, and Entertainment Marketing.....	37
IB Program.....	39
IB Career Related Certificate.....	40
Grade Classification.....	41
Testing Programs.....	41
Graduation Requirements.....	42
Diploma Designations.....	43
Grade/Schedules.....	44
Scholarship/University Information.....	44

LEGEND FOR TYPES OF CREDIT

- *R – Required course for graduation
- E – Elective credit
- AS – Qualifies for the Academic Scholars Program
- PF – Satisfies requirement for Performing Fine Arts
- PA – Satisfies requirements for Practical Arts
- PC – Satisfies requirements for vocational program completion
- C – Satisfies state university system “academic core” admission requirements

Those **courses** designated with an “R” are required for graduation. The basic or honor levels of those courses will satisfy the requirement. In those disciplines where specific courses are not required, all courses listed within each subject area may be used to satisfy graduation requirements

LANGUAGE ARTS DEPARTMENT

Grade	Regular	Accelerated	MYP, IB Diploma
9	English I	English I Honors	MYP English I or AICE General Paper
10	English II	English II Honors	MYP English II or AICE Literature or AP English Literature and Composition
11	English III	English III Honors or Adv. Placement English Language and Composition or AICE Literature	IB/ AP English III
12	English IV English IV: FL College Prep	English IV Honors or Adv. Placement English Literature and Composition	IB English IV

INTENSIVE READING

LEVEL: Remedial, Elective
GRADE: 9-12
CREDIT: 1
TYPE: R, E

PREREQUISITE: *Demonstrated need and/or teacher or counselor recommendation* The purpose of this course is to provide remedial instruction and practice in **reading** skills. The content should include, but not be limited to, the following: content identified by diagnosis of each student's needs for remedial instruction identified in the academic improvement plan; test-taking skills; and strategies for reading and writing. Students should be given opportunities to develop and apply reading skills through guided, shared, and independent reading, writing, and test-taking practice. This course shall integrate Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate for the content and processes of the subject matter.

ENGLISH I

LEVEL: Regular
GRADE: 9
CREDIT: 1
TYPE: R, AS, C

This course provides instruction in English language skills including reading, writing, speaking, and listening in the content areas of literature and language. The content includes, but is not limited to, instruction in reading and vocabulary necessary for comprehension of printed materials. The course includes composition instruction that focuses on writing effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process (prewriting, drafting, revision.) Speech instruction includes formal and informal presentations. The course includes opportunities for students to evaluate mass media. Literature study includes analysis of genre. The study of language encompasses elements of grammar, usage, and mechanics.

ENGLISH HONORS I

LEVEL: Honors
GRADE: 9
CREDIT: 1
TYPE: R, AS, C

This course provides academic excellence in English language art through enriched experience in literature, writing, speaking, and listening. The content includes, but is not limited to, instruction in the critical analysis of major literary genres. Composition instruction focuses upon using the writing process. Formal speaking experiences are provided, and the critical skills of listening and observing are taught.

ENGLISH II HONORS

LEVEL: Honors
GRADE: 10
CREDIT: 1
TYPE: R, AS, C

PREREQUISITE: *Successful completion of English I and/or teacher recommendation* This course promotes academic excellence in English language arts through the study of world literature and through enriched experiences in composition, speech, and listening skills. The content includes, but is not limited to, instruction in universal themes found in world literature, as well as the critical analysis of various genres in that literature. Composition instruction emphasizes the creative, logical, and critical aspects of the writing process. Frequent practice will be provided in utilizing all aspects of composition, including prewriting, drafting, and revising. The study of language includes usage, mechanics, and other elements of standard written English. Formal and informal speaking opportunities will be provided. Vocabulary study focuses upon verbal analogies and other patterns commonly found in standardized tests. Critical skills in listening and observing will be taught.

ENGLISH II

LEVEL: Regular

GRADE: 10

CREDIT: 1

TYPE: R, AS, C

PREREQUISITE: *Successful completion of English I and/or teacher recommendation* This course provides instruction in English language skills and in the study of world literature. The content includes, but is not limited to, instruction in reading and vocabulary necessary for comprehension of printed materials. The course includes composition instruction that focuses upon the writing of essays for various purposes and audiences, using literary and nonliterary subjects. Literature study emphasizes analysis of selections found in world literature. The study of language includes grammar, mechanics, usage, and other conventions of standard written English. The study of mass media includes and analysis of propaganda and persuasion techniques. Speech instruction will include analysis of effective techniques in oral presentations.

ENGLISH III

LEVEL: Regular

GRADE: 11

CREDIT: 1

TYPE: R, AS, C

PREREQUISITE: *Successful completion of English II and/or teacher recommendation* This course provides instruction in American literature and in English language skills. The content includes, but is not limited to, frequent practice in writing multi-paragraph papers of various types, with particular attention given to the writing of documented papers. Relative to those writing assignments, reference and summarizing skills will also be stressed. Listening, speaking, and writing assignments will be related, when appropriate, to the study of American literature. Literature study includes the analysis of various example of American literary works in various genres. Vocabulary study will focus on verbal analogies and other patterns commonly found on standardized test.

ENGLISH III HONORS

LEVEL: Honors

GRADE: 11

CREDIT: 1

TYPE: R, AS, C

PREREQUISITE: *Successful completion of English II and/or teacher recommendation* This course promotes academic excellence in English language arts through enriched experiences in reading, writing, speaking, and listening, and provides instruction in the study of American literature. The content includes, but is not limited to, composition instruction with frequent practice in writing multi-paragraph essays in a variety of types, including documented papers. Literature study includes the written and oral analysis of American literary works representing the ethnic and cultural diversity of the American experience. The study of literature also includes analysis of American dialects as reflected in the literature. Reference skills and methods of summarizing information will be taught in relation to the production of documented papers. Formal and informal oral communications activities will be provided.

ENGLISH IV

LEVEL: Regular

GRADE: 12

CREDIT: 1

TYPE: R, AS, C

PREREQUISITE: *Successful completion of English III and/or teacher recommendation.* This course provides instruction in English language skills and the study of British literature. The content includes, but is not limited to, instruction in vocabulary and reading necessary for students' comprehension of printed materials. Literature study includes the critical analysis of representative examples from British literature, as they reflect changes in the language and the development of literary traditions in the English language. Writing experiences will be structured to provide practice in real-life writing situations likely to be encountered beyond secondary school. Opportunities will be given to students for extending their speaking and listening skills.

ENGLISH HONORS IV

LEVEL: Honors

GRADE: 12

CREDIT: 1

TYPE: R, AS, C

PREREQUISITE: *Successful completion of English III and/or teacher recommendation* This course promotes academic excellence in English language arts through enriched experiences in communications skills and through instruction in British literature as a part of our literary heritage. The content includes, but is not limited to, instruction in the written and oral analysis of major British literary works of various genres, in relationship to cultural influences and to the development of the literary traditions of the English language. Composition instruction emphasizes writing assignments that develop students' abilities to analyze critically and to interpret information. Opportunities will also be given for students to extend speaking, listening, and viewing skills. Language study includes vocabulary development and an overview of the history of the language as reflected in literature.

ADVANCED PLACEMENT ENGLISH: LANGUAGE AND COMPOSITION

LEVEL: Advanced Placement

GRADE: 11-12

CREDIT: 1

TYPE: R, AS, C

SPECIAL NOTE: Students are required to take the Standardized Advanced Placement examination upon completion of the course **PREREQUISITE:** *Successful completion of English II, demonstrated ability and/or teacher recommendation* This course provides students with an understanding of the semantic, structural, and rhetorical resources of the English language, as they relate to the principles of elective writing. This course is also designed to provide students with a variety of writing opportunities calling for the use of different styles and tones. Written assignments totaling at least 12,000 words shall be a component for successful completion of this course. The content includes, but is not limited to, that determined by the Advanced Placement Program.

ADVANCED PLACEMENT ENGLISH: LITERATURE COMPOSITION

LEVEL: Advanced Placement

GRADE: 11-12

CREDIT: 1

TYPE: R, AS, C

SPECIAL NOTE: Students are required to take the Standardized Advanced Placement examination upon completion of the course. **PREREQUISITE:** *Successful completion of English III, demonstrated ability and/or teacher recommendation* This course involves students in the study and practice of writing and in the study of literature. Students will learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and an understanding of the writer's craft. They will develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. The content includes, but is not limited to, that determined by the Advanced Placement Program.

IB MYP ENGLISH I

LEVEL: Honors

GRADE: 9

CREDIT: 1

TYPE: R, AS, C

SPECIAL NOTES: This course is available only at schools with International Baccalaureate programs. Meets graduation requirements in English SUS/BF, NCAA.

PREREQUISITE: *Teacher recommendation*. This course promotes academic excellence in English language arts through the study of world literature and through enriched experiences in composition, speech and listening skills. The content includes, but is not limited to, instruction in universal themes found in world literature, as well as the critical analysis of various genres in that literature. Composition instruction emphasizes the creative, logical and critical aspects of composition, including prewriting, drafting and revising. The study of language includes usage, mechanics and other elements of standard written English. Formal and informal speaking opportunities are provided. Vocabulary study focuses upon verbal analogies and other patterns commonly found in standardized tests. Critical skills in listening and observing are taught.

IB MYP ENGLISH II

LEVEL: Honors

GRADE: 10

CREDIT: 1

TYPE: R, AS, C

SPECIAL NOTES: This course is available only at schools with International Baccalaureate programs. Meets graduation requirements in English SUS/BF, NCAA. **PREREQUISITE:** *Successful completion of English I - MYP and/or teacher recommendation*. This course promotes academic excellence in English language arts through enriched experiences in reading, writing, speaking and listening. The content includes, but is not limited to, composition instruction with frequent practice in writing multi-paragraph essays in a variety of types, including documented papers. Literature study includes the written and oral analysis of specific literary works. Reference skills are taught in relation to the production of documented papers on literary topics. Advanced vocabulary building in literary contexts is a special focus.

ENGLISH III - INTERNATIONAL BACCALAUREATE

LEVEL: Advanced Placement

GRADE: 11

CREDIT: 1

TYPE: R, AS, C

SPECIAL NOTES: This course is available only at schools with International Baccalaureate programs. Meets graduation requirements in English SUS/BF, NCAA.

PREREQUISITE: *Successful completion of English II MYP and/or teacher recommendation*

The aims of the program are as follows: (a) to develop the student's powers of expression; (b) to lead the student to the appreciation of literature through the critical analysis of selected literary works; (c) to lead the student through literature to a deeper understanding of the study of man; and (d) to bring the student into contact with ways of thought which differ from his/her own. Students are encouraged to improve oral and written fluency through experience (e.g., in essay writing and discussion). A range of suggested literary texts is intended to give a wide view of literature, while permitting at the same time the detailed study of a few chosen masterpieces.

ENGLISH IV - INTERNATIONAL BACCALAUREATE

LEVEL: Advanced Placement

GRADE: 12

CREDIT: 1

TYPE: R, AS, C

SPECIAL NOTE: This course is available only at schools with International Baccalaureate programs. Meets graduation requirements in English.

PREREQUISITE: *Successful completion of English III International Baccalaureate and/or teacher recommendation*

This aims of the program are as follows: (a) to further develop the student's powers of expression; (b) to lead the student to the appreciation of literature through the critical analysis of selected literary works; (c) to lead the student through literature to a deeper understanding of the study of man; and (d) to bring the student into contact with ways of thought which differ from his/her own. Students are encouraged to improve oral and written fluency through experience (e.g., in essay writing and discussion). A range of suggested literary texts is intended to give a wide view of literature, while permitting at the same time the detailed study of a few chosen masterpieces.

JOURNALISM I (Newspaper)

LEVEL: Regular

GRADE: 9-12

CREDIT: 1

TYPE: E

PREREQUISITE: *Teacher recommendation* This course provides instruction in basic aspects of journalism and workshop experiences in journalistic production. The content includes, but is not limited to, instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic productions may be included. Selling advertisements for school publications required.

JOURNALISM II (Yearbook)

LEVEL: Regular

GRADE: 9-12

CREDIT: 1

TYPE: E

PREREQUISITE: *Journalism I and/or teacher recommendation* This course provides practical experiences in news gathering techniques and practice in journalistic writing, as well as opportunities to explore careers in journalism. The content includes, but is not limited to, training necessary for successful news gathering for journalistic media. Students will receive frequent practice in gathering information and in writing news, sports, feature articles, and editorials. Through various media, students will explore career opportunities in journalistic fields. Practice in the preparation of materials for publication in journalistic media occurs within a workshop setting. Selling advertisements for school publications is required.

JOURNALISM III - VIII

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: E

PREREQUISITE: *Journalism II and/or teacher recommendation* This course provides intermediate instruction in writing and production skills related to various journalistic media. The content includes, but is not limited to, instructional and practice in applying all aspects of the writing process, including prewriting, drafting, editing, and proofreading, to written work prepared to journalistic standards. Organization and management techniques relating to journalistic productions are stressed, including leadership skills, record-keeping, time management, utilization of personnel and task organization. Workshop experiences in producing various kinds of journalistic products provide practice in the development of these skills.

THEATRE I-IV

LEVEL: Regular

GRADE: 9-12

CREDIT: 1

TYPE: PF, E, AS **PREREQUISITE: *Teacher recommendation*** This course provides in-depth experiences in the study and practice of theater arts and literature. The content includes, but is not limited to, an overview of the history of the theater and literature of the theater. Students are introduced to the fundamentals of theater production, which include scenery construction, costuming, lighting, and makeup. Students will be introduced to the fundamentals of acting. The course meets Florida Academic Scholars Program requirements for Performing Fine Arts.

TELEVISION PRODUCTION I-IV

LEVEL: Regular

GRADE: 9-12

CREDIT: 1

TYPE: E, AS, PF

Prerequisite: none. This course covers competencies in safety, lighting, basic television production equipment, broadcast script interpretation, teamwork, research and audio and video editing. Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring the Adobe Premiere, Final Cut Pro, Industry Certification upon completion of the program. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient practices, and preparation to assume responsibility for overall production of television studio activities (e.g., scripts, lighting, shooting and directing, electronic news gathering, and field production).

CREATIVE WRITING I

LEVEL: Regular

GRADE: 9-12

CREDIT: .5

TYPE: E

The purpose of this course is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of essay formats. The content should include, but not be limited to, the following: analysis of model essays; impact of audience, purpose, and writing experiences; peer review techniques, and publication of final products.

CREATIVE WRITING II

LEVEL: Regular

GRADE: 9-12

CREDIT: 1/2

TYPE: E

The purpose of this course is to enable students to develop and use intermediate writing and language skills for creative expression in a variety of literary forms. The content should include, but not be limited to, the following: analysis of literary models; impact of audience, purpose, and writing mode; writing process strategies; personal writing style; various creative writing experiences; upper review techniques; and publication of final products.

DESIGN IB *Middle Years*

Level: Honors

Grade: 9-10

Credit: 1

Type: E

Prerequisite: IB.

The purpose of this course is to utilize the MYP design cycle in examining global issues which include but are not limited to those evident in society, language, culture, media and society. Students will examine the philosophy of the IB and the areas of interaction in developing knowledge and understanding about these issues. The course will also concentrate on those study skills needed to be successful in the IB, including oral presentation, writing essays for a variety of disciplines, reading, etc. These skills include but are not limited to those skills needed to produce a Personal Project for example narrowing a topic, research, project production, design and reflection. Students will coordinate written paper, project product, and oral presentation.

MATHEMATICS DEPARTMENT

LIBERAL ARTS I

LEVEL: Regular
GRADE: 9-12
CREDIT: 1

For each year in which a student scores at Level 1 on state mathematics assessment, the student must complete an intensive mathematics course the following year, which may be integrated into the student's required mathematics course. This course should be tailored to meet the needs of the individual student according to his/her deficiencies. Appropriate benchmarks from the CCSS should be identified to develop an appropriate curriculum.

ALGEBRA I

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: R, C, E, AS

SPECIAL NOTE 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.

ALGEBRA I HONORS

LEVEL: Honors
GRADE: 9-12
CREDIT: 1
TYPE: R, C, E, AS

SPECIAL NOTE 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.

ALGEBRA II

LEVEL: Regular
Grade: 9-12
CREDIT: 1
TYPE: R, C

PREREQUISITE: *Successful completion of Algebra I or its equivalent with teacher recommendation.*

SPECIAL NOTE: 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 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 for this course, organized into five units, are as follows: **Polynomial**, Rational, and Radical Relationships; Trigonometric Functions; Modeling with Functions; Inferences and Conclusions from Data; and Applications of Probability.

ALGEBRA II HONORS

LEVEL: Honors
GRADE: 9-12
CREDIT: 1
TYPE: C, E, AS

PREREQUISITE: *Successful completion of Algebra I or its equivalent with teacher recommendation. FCAT score Level 3 or above.*

SPECIAL NOTE: 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 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 for this course, organized into five units, are as follows: **Polynomial**, Rational, and Radical Relationships; Trigonometric Functions; Modeling with Functions; Inferences and Conclusions from Data; and Applications of Probability.

LIBERAL ARTS II

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: C, E, AS

SPECIAL NOTE: Basic Assumptions Regarding Mathematics Education: All students will have access to calculators and computers; classroom activities will be student centered; all courses will have increased emphasis on estimation; and evaluation will include alternative methods of assessment. This course emphasizes critical thinking involving the discovery of relationships and their proofs and skill in applying the deductive method to mathematical situations. Topics shall include, but not be limited to, logic and reasoning; the study of Euclidean geometry of lines, planes, angles, triangles, similarity, congruence, geometric inequalities, polygons and circles; area and volume; and constructions.

GEOMETRY

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: C, E, AS

PREREQUISITE: *Successful completion of Algebra I or its equivalent with teacher recommendation*

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. 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: Congruence, Proof, and Constructions; Similarity, Proof, and Trigonometry; Extending to Three Dimensions; Connecting Algebra and Geometry Through Coordinates; and Circles With and Without Coordinates.

GEOMETRY HONORS

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: C, E, AS

SPECIAL NOTE: Satisfies Geometry requirement for Academic Scholars Program. Earning credit in this course precludes the earning of credit in Geometry. **PREREQUISITE: Successful completion of Algebra I or its equivalent with teacher recommendation**

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. 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: Congruence, Proof, and Constructions; Similarity, Proof, and Trigonometry; Extending to Three Dimensions; Connecting Algebra and Geometry Through Coordinates; and Circles With and Without Coordinates.

MATHEMATICS FOR COLLEGE READINESS

LEVEL: Honors

GRADE: 12

CREDIT: 1

TYPE: C, E, AS

This course is targeted for grade 12 students, whose test scores on the Postsecondary Educational Readiness Test (P.E.R.T.) are at or below the established cut scores for mathematics, indicating that they are not yet "college ready" in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Common Core Standards for Mathematical Practices as well as the following Common Core Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Common Core Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

TRIGONOMETRY (1st Semester)

LEVEL: Honors

GRADE: 9-12

CREDIT: $\frac{1}{2}$

TYPE: C, E, AS

SPECIAL NOTE: Basic Assumptions Regarding Mathematics Education: All students will have access to calculators and computers; classroom activities will be student centered; all courses will have increased emphasis on estimation; and evaluation will include alternative methods of assessment.

SPECIAL NOTE: Satisfies Trigonometry requirement for Academic Scholars Program

PREREQUISITE: Successful completion of Geometry and Algebra II with teacher recommendation This course provides students with the study of circular and trigonometric functions and their applications. Topics shall include, but not be limited to, circular functions; trigonometric identities; graphs of trigonometric functions; particular and general solutions of trigonometric equations; and solutions of right and oblique triangles.

MATH ANALYSIS (2nd Semester)

LEVEL: Honors

GRADE: 9-12

CREDIT: $\frac{1}{2}$

TYPE: C, E, AS

SPECIAL NOTE: Basic Assumptions Regarding Mathematics Education: All students will have access to calculators and computers; classroom activities will be student centered; all courses will have increased emphasis on estimation; and evaluation will include alternative methods of assessment.

SPECIAL NOTE: Satisfies Geometry requirement for Academic Scholars Program.

PREREQUISITE: Successful completion of Algebra II and teacher recommendation This course stresses the relationships among Algebra, Geometry and Trigonometry and uses these relationships in preparation for Calculus. Topics shall include, but not be limited to, straight lines; graphs and curve sketching; vectors; families of curves; conic sections including translation and rotation of axes; equations and graphs of curves in polar form; analytic proofs; and parametric equations.

PRECALCULUS

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: C, E, AS.

SPECIAL NOTE: Basic Assumptions Regarding Mathematics Education: All students will have access to calculators and computers; classroom activities will be student centered; all courses will have increased emphasis on estimation; and evaluation will include alternative methods of assessment.

PREREQUISITE: Successful completion of Algebra II and teacher recommendation I

The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. The content should include, but not be limited to the following: polynomial, rational, exponential, inverse, logarithmic, and circular functions; sequences and series; concept of limits; vectors; conic sections; polar coordinate systems; symbolic logic; mathematical algebra, induction; and matrices.

ADVANCED ALGEBRA with Financial Applications

LEVEL: Regular

GRADE: 9-12

CREDIT: 1

TYPE: E, C

PREREQUISITE: Successful completion of Algebra II SPECIAL NOTE: Basic Assumptions Regarding Mathematics Education: All students will have access to calculators and computers; classroom activities will be student centered; all courses will have increased emphasis on estimation; and evaluation will include alternative methods of assessment.

The purpose of this course is to emphasize the use of simple and compound interest, net percent and net future value, loans and financing, and to teach the concepts of individual financial and investment planning.

ADVANCED PLACEMENT STATISTICS

LEVEL: Advanced Placement

GRADE: 9-12

CREDIT: 1

TYPE: C, E, AS

SPECIAL NOTE: Credit in this course precludes credit Probability and Statistics with Application and using Probability and Statistics.

PREREQUISITE: B in Algebra II, and teacher recommendation.

The purpose of this course is to explore the concepts of statistics and data distribution. The content should include, but not be limited to the following: exploring data, including observing patterns and departures from patterns, planning a study, including deciding what and how to measure, anticipating patterns in advance, including producing models using probability and simulation, and statistical inference, including confirming models.

PRECALCULUS – IB MIDDLE YEARS

LEVEL: Honors

GRADE: 9-10

CREDIT: 1

TYPE: C, E, AS SPECIAL NOTE: Basic assumptions regarding mathematics education: all students will have access to calculators and computers; classroom activities will be student-centered; all courses will have increased emphasis on estimation; and evaluation will include alternative methods of assessment.

PREREQUISITE: *Successful completion of Algebra II and Teacher recommendation*. The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. The content should include, but not be limited to the following: polygonal, rational, exponential, inverse, logarithmic, and circular functions; sequences and series; concept of limits; vectors; conic sections; polar coordinate systems; symbolic logic; mathematical induction; and matrix algebra.

CALCULUS HONORS

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: C

SPECIAL NOTE: Basic Assumptions Regarding Mathematics Education: All students will have access to calculators and computers; classroom activities will be student centered; all courses will have increased emphasis on estimation; and evaluation will include alternative methods of assessment.

PREREQUISITE: *Successful completion of Trigonometry or Pre-calculus with teacher recommendation*. The purpose of this course is to provide a foundation for the study of advanced mathematics. The content should include, but not be limited to the following: elementary functions; limits and continuity; derivatives; differentiation; applications of the derivative; anti-derivatives; definite integral; and applications of the integral.

ADVANCED PLACEMENT CALCULUS AB

LEVEL: Advanced Placement

GRADE: 9-12

CREDIT: 1

TYPE: C, E, AS

SPECIAL NOTE: Satisfies Calculus requirement for Academic Scholars Program.

PREREQUISITE: *Completion of Trigonometry and Analytic Geometry and/or completion of Mathematical Analysis with teacher recommendation*

This course provides study of elementary functions and the general theory and techniques of Calculus. Topics shall include, but not be limited to, those determined by the Advanced Placement program. A graphic display calculator is required for the course and the AP Exam.

ALGEBRA II- IB MIDDLE YEARS

LEVEL: Honors

GRADE: 9

CREDIT: 1

TYPE: C, E, AS

PREREQUISITE: *Satisfactory completion of Algebra I in the MYP*. The purpose of this course is to continue the rigorous in-depth study of algebra and to provide a foundation for applying algebraic skills to other mathematical and scientific fields. The content should include, but not be limited to the following: Structure and properties of the complex number system; equations and inequalities; functions, relations and graphs; polynomial functions; real number exponents; logarithmic and exponential functions; rational and irrational expressions, conic sections, arithmetic and geometric sequences and series; permutations, combinations and probability; and matrices.

IB STATISTICS AND INTRODUCTORY DIFFERENTIAL CALCULUS

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: E, AS

SPECIAL NOTE: Satisfies Mathematics electives requirement for Academic Scholars Program. This course is available only at schools offering the International Baccalaureate program as a course of study.

PREREQUISITE: *Permission of Department Chairperson*

This course provides for the study of certain advanced topics. Topics shall include, but not be limited to, structure of mathematics; number theory, logic; relations; linear and exponential functions; probability and statistics; and sequences and series. In addition to these topics, the course will require a project in which the student prepares a paper as the result of an in-depth study of a certain area of mathematics. Examples of project topics are geometry and art, tax shelters, probability, sampling and statistics.

IB PRECALCULUS

LEVEL: Honors

GRADE: 11-12

CREDIT: 1

TYPE: C, E, AS

SPECIAL NOTE: Basic assumptions regarding mathematics education: all students will have access to calculators and computers; classroom activities will be student-centered; all courses will have increased emphasis on estimation; and evaluation will include alternative methods of assessment.

PREREQUISITE: *Teacher recommendation*. The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. The content should include, but not be limited to the following: polygonal, rational, exponential, inverse, logarithmic, and circular functions; sequences and series; concept of limits; vectors; conic sections; polar coordinate systems; symbolic logic; mathematical induction; and matrix algebra.

IB FURTHER MATHEMATICS

GRADE: 11-12

CREDIT: 1

TYPE: C, E, AS

PREREQUISITE: *Teacher recommendation*

The purpose of this course is to provide students with in-depth knowledge of the subject area. Mathematical concepts are developed in a comprehensible, coherent and rigorous way. The course aims to develop not only students' understanding of the principles and nature of the subject, but also their logical, critical and creative thinking. The course challenges students to appreciate the elegance, power and usefulness of mathematics, to refine their powers of abstraction and generalization and to develop their patience and persistence in problem-solving.

ADVANCED PLACEMENT CALCULUS BC

LEVEL: Advanced Placement

GRADE: 9-12

CREDIT: 1

TYPE: C, E, AS

SPECIAL NOTE: Basic assumptions regarding mathematics education: all students will have access to calculators and computers; classroom activities will be student-centered; all courses will have increased emphasis on estimation; and evaluation will include alternative methods of assessment.

PREREQUISITE: *Completion of Trigonometry and Analytic Geometry and/or completion of Pre-Calculus and teacher recommendation*. The purpose of this course is to provide an extensive study of the general theory of techniques of Calculus. The content should include, but is not limited to the following: the content specified by the Advanced Placement Program. A graphic display calculator is required for the course and the IB Exam.

CALCULUS WITH DESCRIPTIVE STATISTICS INTERNATIONAL BACCALAUREATE

LEVEL: Honors

GRADE: 11-12

CREDIT: 1

TYPE: C, E, AS

SPECIAL NOTE: Satisfies Calculus requirement for Academic Scholars Program.

PREREQUISITE: *Completion of Precalculus IB with teacher recommendation*. This course provides study of elementary functions and the general theory and techniques of Calculus. Topics shall include, but not be limited to, those determined by the International Baccalaureate Program. A graphic display calculator is required for the course and the IB Exam.

IB MATH ANALYSIS

LEVEL: Honors

GRADE: 11-12

CREDIT: $\frac{1}{2}$

TYPE: C, E, AS

SPECIAL NOTE: Satisfies Geometry requirement for Academic Scholars Program. **PREREQUISITE:** *Successful completion of Algebra II Honors or MYP Math Analysis with teacher recommendation* This course stresses the relationships among Algebra, Geometry and Trigonometry and uses these relationships in preparation for IB Statistics and Introductory Differential Calculus. Guidelines provided by the International Baccalaureate Program will be followed.

GEOMETRY - IB MIDDLE YEARS

LEVEL: Honors

GRADE: 9

CREDIT: 1

TYPE: C, E, AS

PREREQUISITE: *Satisfactory Algebra I* The topics shall include, but not be limited to structure of geometry, separation properties, angle concepts, triangles, quadrilaterals, proofs, perpendicularity and parallelism in a plane and in space, similar polygons, circles and spheres, constructions, area and volume; coordinate geometry, topology and transformational geometry.

MATH ANALYSIS - IB MIDDLE YEARS

LEVEL: Honors

GRADE: 9-10

CREDIT: $\frac{1}{2}$

TYPE: C, E, AS

SPECIAL NOTE: Satisfies Geometry requirement for Academic Scholars Program. **PREREQUISITE:** *Successful completion of Algebra II Honors with teacher recommendation* This course stresses the relationships among Algebra, Geometry and Trigonometry and uses these relationships in preparation for IB Math Analysis or IB Precalculus. Guidelines provided by the International Baccalaureate Program will be followed

IB ADVANCED CALCULUS

LEVEL: Honors

GRADE: 11-12

CREDIT: $\frac{1}{2}$

TYPE: C, E, AS

The purpose of this course is to provide an extensive study of the general theory of techniques of Calculus. The content should include, but is not limited to the following: the content specified by the Advanced Placement Program. A graphic display calculator is required for the course and the IB Exam.

SCIENCE DEPARTMENT

Grade	Regular	Accelerated	AVID	MYP/IB Diploma
9	Earth/Space Science	Earth/Space Science (H) Biology I (H)	Biology I (H)	MYP Biology
10	Biology I	Biology I (H) Chemistry I (H)	Chemistry I (H)	MYP Chemistry
11	Chemistry I Environmental Science Marine Science I	Chemistry I (H) AP Physics I AP Biology Marine Science (H) Anatomy & Physiology AICE Marine Science AS	AP Physics 1 Marine Science I (H) Anatomy & Physiology AP Biology AP Chemistry	Physics (H) AP Biology AP Chemistry Biology II (IB) Chemistry II (IB) *AP/SL Physics AP
12	Chemistry I Environmental Science Marine Science I	Physics I (H) AP Biology Marine Science (H) Anatomy & Physiology AP Chemistry	AP Physics I AP Physics II AICE Marine Science AS Anatomy & Physiology AP Biology AP Chemistry	Physics II (IB) Biology III (IB) Chemistry III (IB) *Physics III (IB)

***Must have had AP Physics 1 as a 10th grade elective or over the summer**

EARTH/SPACE SCIENCE

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: R, AS, C

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).

EARTH/SPACE SCIENCE HONORS

LEVEL: Honors
GRADE: 9-12
CREDIT: 1
TYPE: R, AS, C

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 I

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: R, AS, C

SPECIAL NOTE: This is a laboratory-oriented course. This course satisfies the Biology requirement for graduation. Completion of a credit in this course precludes the earning of credit in Fundamentals of Biology and/or Biology I Honors. **PREREQUISITE: Teacher Recommendation.** This course provides students with general exploratory experiences and activities in the fundamental concepts of life. Content includes, but is not limited to, the scientific method, scientific measurement, cell biology, cell reproduction, basic principles of genetics, biological changes through time, classification and taxonomy, microbiology, structure and function of plants, structure and function of animals, structure and function of the human body, and ecological relationships. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement. Laboratory apparatus and safety are an integral part of the course.

BIOLOGY I HONORS

LEVEL: Honors
GRADE: 9-12
CREDIT: 1
TYPE: R, AS, C

SPECIAL NOTE: This is a laboratory-oriented course. This course satisfies the Biology requirement for graduation. Completion of a credit in this course precludes the earning of credit in Fundamentals

of Biology and/or Biology I. Science Fair project required. **PREREQUISITE: Teacher Recommendation.** This course provides students with advanced exploratory experiences and activities in the fundamental concepts of life. This course expands the biological concepts that were introduced in the elementary and the junior high/middle school and presents additional facts, concepts and generalizations. The content includes, but is not limited to, the scientific method, scientific measurement, laboratory safety and use of laboratory apparatus, biochemistry, cell biology, cell reproduction, genetics, biological changes through time, classification and taxonomy, microorganisms and disease, structure and function of plants, structure and function of animals, human anatomy and physiology, and ecological relationships. Laboratory investigations of selected topics in the content, which also include the use of the scientific method, measurement, laboratory apparatus and safety, are an integral part of the course.

ADVANCED PLACEMENT BIOLOGY

LEVEL: Advanced Placement

GRADE: 9-12

CREDIT: 1

TYPE: AS, C

SPECIAL NOTE: This is a laboratory-oriented course. Completion of a credit in this course precludes the subsequent earning of credit in Fundamentals of Biology, Biology I, or Biology I Honors. **PREREQUISITE: Chemistry, Biology, demonstrated ability and teacher recommendation**

This course provides a study of the facts, principles and processes of biology, and the collection, interpretation, and formulation of hypotheses from available data. The content includes, but is not limited to, that determined by the Advanced Placement program. Laboratory investigations of selected topics in the content, which also include the use of the scientific method, measurement, laboratory apparatus and safety, are an integral part of the course.

CHEMISTRY I

LEVEL: Regular

GRADE: 9-12

CREDIT: 1

TYPE: AS, E, C

SPECIAL NOTE: This is a laboratory-oriented course. Completion of a credit in this course precludes the earning of credit in Chemistry I Honors. **PREREQUISITE: Algebra C or better and teacher recommendation.** This course provides students with the study of composition, properties and changes associated with matter. The content includes, but is not limited to, classification and structure of matter, atomic theory, the periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, physical changes, acids, bases, and salts and energy associated with physical and chemical changes. Laboratory investigations of selected topics in the content, which also include the use of the scientific method, measurement, laboratory apparatus and safety, are an integral part of the course.

CHEMISTRY I HONORS

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: AS, E, C

SPECIAL NOTE: This is a laboratory-oriented course. Completion of a credit in this course precludes the earning of credit in Chemistry I. Science Fair project required. **PREREQUISITE: Honors Biology, Algebra and teacher recommendation.** This course provides students with a rigorous study of the composition, properties and changes associated with matter. Content includes, but is not limited to: heat, changes of matter, atomic structure, the periodic table, bonding, formulas and equations, the mole concept, gas laws, energy and order, reaction rates and equilibrium, solutions: acids, bases and salts, nuclear chemistry, electrochemistry, and organic chemistry. Laboratory investigations of selected topics in the content, which also include the use of the scientific method, measurement, laboratory apparatus and safety, are an integral part of the course.

MARINE SCIENCE I

LEVEL: Regular

GRADE: 9-12

CREDIT: 1

TYPE: E, C

SPECIAL NOTE: This is a laboratory-oriented course.

PREREQUISITE: Biology, a course in a physical science and teacher recommendation

Marine Science I and Marine Science II are both replacing Marine Biology and Oceanography. The course facilitates an ongoing, integrated study of all aspects of the marine environment, including physical, chemical, and biological processes. Content includes, but is not limited to, the origins of the oceans; the chemical, physical, and geological aspects of the marine environment; characteristics of major marine ecosystems; the diversity of marine organisms; and the interrelationship between man and the ocean. Laboratory investigations of selected topics in the content which include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

MARINE SCIENCE I HONORS

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: E, C

SPECIAL NOTE: This is a laboratory-oriented course.

PREREQUISITE: Biology, a course in a physical science and teacher recommendation

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.

ANATOMY AND PHYSIOLOGY HONORS

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: AS, E, C

SPECIAL NOTE: This is a laboratory-oriented course. **PREREQUISITE: Biology and Chemistry area and teacher recommendation** This course provides students with exploratory and advanced activities in the structures and functions of components of the human body. The content includes, but is not limited to, cellular processes and tissues, the skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary and reproductive systems, and special senses. Laboratory investigations of selected topics in the content, which also include the use of the scientific method, measurement, laboratory apparatus, and safety, are an integral part of the course.

AP PHYSICS I

LEVEL: Advanced Placement

GRADE: 9-12

CREDIT: 1

TYPE: AS, E, C

SPECIAL NOTE: This is a laboratory-oriented course. **PREREQUISITE:** *The successful completion of Geometry, Algebra II, demonstrated ability (B's or better) and teacher recommendation.* This course is equivalent to a first semester college course in algebra based physics. The course covers Newtonian mechanics (including dynamics and angular momentum); work, energy, and power; and mechanical waves sound. It will also introduce electric circuits. The course is heavy in mathematical modeling and algebraic manipulation; students need a sound, working background in Algebra.

AP PHYSICS II

LEVEL: Advanced Placement

GRADE: 9-12

CREDIT: 1

TYPE: AS, E, C

SPECIAL NOTE: This is a laboratory-oriented course. The course satisfies the physical science requirement for graduation.

PREREQUISITE: *The successful completion of AP Physics I, Geometry, Algebra II, Trigonometry or Pre-Calculus, demonstrated ability (B's or better) and teacher recommendation.* This course is equivalent to a second semester college course in algebra based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. The course is heavy in mathematical modeling and algebraic manipulation; students need a sound, working background in Algebra and Trigonometry.

PHYSICS III (INTERNATIONAL BACCALAUREATE)

LEVEL: IB

GRADE: 9-12

CREDIT: 1

TYPE: AS, E, C

SPECIAL NOTE: This is a laboratory-oriented course. Completion of this course precludes the earning of credit in Physics I. Science Fair project required.

PREREQUISITE: *The successful completion of AP Physics I, AP Physics II, and teacher recommendation. Content included but is not limited to that determination by the International Baccalaureate Course of Studies.*

ADVANCED PLACEMENT CHEMISTRY

LEVEL: Advanced Placement

GRADE: 9-12

CREDIT: 1

TYPE: AS, E, C

SPECIAL NOTE: This is a laboratory-oriented course. Completion of this course precludes the subsequent earning of credit in Chemistry I and/or Chemistry I Honors

PREREQUISITE: *Algebra, Geometry, Chemistry, Biology, demonstrated ability and teacher recommendation*

This course provides a study of the development and application of chemistry principles and concepts. The content includes, but is not limited to, that determined by the Advanced Placement Program. Laboratory investigations of selected topics in the content, which also include the use of the scientific method, measurement, laboratory apparatus and safety, are an integral part of the course.

BIOLOGY I IB MIDDLE YEARS

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: R, AS, C

SPECIAL NOTE: This course is available only at schools with International Baccalaureate Programs. Science Fair project required.

PREREQUISITE: *Teacher recommendation.* The content should include, but not be limited to, biological and mineral classification systems, study of telescopes and microscopes, theories of the origin of the universe, solar system and life, cell biology, biological and ecological changes through time, including the theory of plate tectonics and the study of land formations, the earth's major biomes, ecological relationships, the fundamentals of biochemistry including nucleic acids and protein synthesis, species variation, populations and adaptation, the structure and function of plants, the structure and function of animals, and current technologies and trends through the study of scientific current events.

BIOLOGY II INTERNATIONAL BACCALAUREATE

Level: Advance Placement

Grade: 11-12

Credit: 1

Type: E, C, AS

Special Note: *This is a laboratory-oriented course. This course satisfies the Biology requirement for graduation. Prerequisite: International Baccalaureate*

The purpose of this course is to provide a study of the facts, principles and processes of biology. The course also includes collection and interpretation of data and formulation of hypotheses from available data.

BIOLOGY III INTERNATIONAL BACCALAUREATE

LEVEL: Advanced Placement

GRADE: 12

CREDIT: 1

TYPE: AS, C

SPECIAL NOTE: This is a laboratory oriented course. This course satisfies the Biology requirement for graduation. **PREREQUISITE:** *Biology II and teacher recommendation* This course expands on concepts identified in Biology II. Content includes but is not limited to application of the scientific method for the solution of current scientific problems, comparative animal and plant morphology and physiology, and careers in the biological sciences. Laboratory investigations are an integral part of this course and will emphasize the use of apparatus for the resolution of scientific problems.

CHEMISTRY I IB MIDDLE YEARS

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: AS, C

SPECIAL NOTE: This course is available only at schools with International Baccalaureate Programs. Science Fair project required.

PREREQUISITE: Teacher recommendation. The purpose of this course is to focus on accelerated chemistry with related earth/space science topics. The content should include, but not be limited to, atomic structure, energy, matter and order on earth and in space, the periodic table, bonding, chemical nomenclature, formulas and equations, the mole concept, reaction rates and equilibrium, solutions, acids and bases, electrochemistry and organic chemistry. Laboratory activities of selected topics in the content which also include the use of scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

CHEMISTRY II INTERNATIONAL BACCALAUREATE

Level: Advance Placement

Grade: 11-12

Credit: 1

Type: E, C, AS

Special Note: This is a laboratory- oriented course. This course satisfies the Physical Science requirement for graduation. **Prerequisite:** International Baccalaureate The purpose of this course is to provide an in-depth quantitative study of the development and application of chemistry principles, concepts, and experimental methods.

CHEMISTRY III INTERNATIONAL BACCALAUREATE

LEVEL: Advanced Placement

GRADE: 12

CREDIT: 1

TYPE: AS, C

SPECIAL NOTE: This is a laboratory oriented course. This course satisfies the Physical Science requirement for graduation. **PREREQUISITE: Chemistry II and teacher recommendation** This course expands on concepts identified in Chemistry II, providing for the applications of chemistry principles and concepts. Content includes but is not limited to, that determined by the International Baccalaureate Course of Studies.

ENVIRONMENTAL SCIENCE

LEVEL: Regular

GRADE: 9-12

CREDIT: 1

TYPE: E, C

SPECIAL NOTE: This is a laboratory-oriented course. Completion of a credit in this course precludes the earning of credit in Fundamentals of Environmental Science.

PREREQUISITE: Teacher Recommendation . This course provides students with a study of man's interaction with the environment. Content includes, but is not limited to, forms of pollution, conservation, population dynamics, and major forms of energy. Laboratory investigations of selected topics in the content, which also include the use of the scientific method, measurement, laboratory apparatus and safety, are an integral part of the course.

AICE MARINE SCIENCE

Level: Honors

Grade: 9-12

Credit: 1

Type: AS

This is a laboratory-oriented course. **PREREQUISITE: Completion of Biology I (H) and demonstrated ability and teacher recommendation.** AICE Marine Science AS provides a coherent and stimulating introduction to the science of the marine environment. The content of the AS part of the 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, and the course will foster creative thinking and problem-solving skills which are transferable to any future career path.

SOCIAL STUDIES DEPARTMENT

Grade	Regular	Accelerated	MYP, IB Diploma
9	Critical Thinking Skills	Critical Thinking Skills World Geography AP Human Geography	MYP World History AP World History
10	World History	World History Honors AP World History	AP Human Geography AP Psych AP US Government
11	American History	American History Honors AP American History AP World History	AP United States History
12	Economics United States Government	Economics Honors United States Government Honors	IB History of American Social and Cultural Anthropology IB Psychology IB European History

CRITICAL THINKING AND STUDY SKILLS

LEVEL: Regular
GRADE: 9-12
CREDIT: ½
TYPE: E

This course provides the foundation for and practice of good study habits and develops the skills needed to process information, complete assignments accurately, and perform well on tests. The content includes, but is not limited to the following: note taking, time management, test-taking techniques, organizational skills, listening skills, critical thinking skills.

VOLUNTARY SCHOOL/COMMUNITY SERVICE

LEVEL: Regular
GRADE: 9-12
CREDIT: ½
TYPE: E

PREREQUISITE: None

Students are engaged in activities that help them develop an appreciation for the concept of service to the school or community. In this issues approach, students are expected to examine topics, make informed judgments and apply problem-solving skills within a context of how they might best serve local school or community. Teachers are challenged to encourage students to plan for the future and to act in the present. Content should include, but not be limited to, identification of school or community issues or needs, options for responding to identified needs, development and implementation of a personal action plan, and documentation of at least 75 hours of school or community service.

LEADERSHIP SKILLS DEVELOPMENT (SGA)

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: E

NOTE: Participation in after school activities required. **PREREQUISITE:** None Leadership Skills Development is designed for the student who is interested in learning the basic concepts of democratic government, leadership skills, parliamentary procedure, group processes, and organizational skills as they relate to practical school situations. It affords the student the opportunity to develop speaking and writing skills, to work with peers of diverse backgrounds and attitudes, to share responsibilities with adults, to consider and work with problems of income and expenditures, and to develop management and team-building skills.

WORLD HISTORY

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: R, AS, C

PREREQUISITE: None This course provides students the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific and cultural events that have affected humanity. Topics include, but are not limited to, an understanding of geographic-historic and time-space relationships, the use of arbitrary periodization in history, review of pre-history, the rise of civilization and cultural universals, the development of religion and the impact of religious thought, the evolution of political systems and philosophies, the interaction of science and society, the development of nationalism as a global phenomenon, the origin and course of economic systems and philosophies, the influence of major historical figures and events, and contemporary world affairs. Included with this content will be a study of Americanism vs. Communism in accordance with Florida Statute 233.064.

WORLD HISTORY HONORS

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: R, AS, C

PREREQUISITE: Teacher Recommendation This course provides students the opportunity to acquire comprehensive understanding of the past in terms of the processor human development. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific and cultural events that have shaped and influenced human development. Implicit in this is an understanding of the historical method, the inquiry process, and historical reasoning and interpretation. Topics include, but are not limited to, geo-historic development in time space, comparative views of history, the origin and development of contrasting civilizations, an analysis of cultural universals, the role of religion in historical change, the varieties of contrasting political theories and philosophies, the role of science and technology as a social catalyst, nationalisms a cohesive force in history, the diversity of economic thought and practices in the world, an analysis of the influence of the major figures and events, and interpretations concerning the historical development of our present world order. Included with this content will be a study of Americanism vs. Communism in accordance with Florida Statute 233.064.

US HISTORY

LEVEL: Regular

GRADE: 9-12

CREDIT: 1

TYPE: R, AS, C

PREREQUISITE: None. This course provides students with the opportunity to acquire an understanding of the chronological development of the American people by examining the political, economical, social, religious, military, scientific, and cultural events that have affected the rise and growth of our nation from 1860 to the present. Topics include, but are not limited to, a review of the westward expansion of American settlements, the origin of American ideals, the American Revolution and Declaration of Independence, the formation of the Constitution and the federal system, sectional schisms in American life, the Civil War and Reconstruction. Specific in-depth content to be covered will include, but not be limited to, an understanding of geographic-historic and time relationships, the synthesizing of America culture from the mid-nineteenth century to the present, the interpretive evolution of the Constitution from 1860 to the present, the technological and urban transformation of the country in the last part of the nineteenth century, the evolution of American life-style and ideals from 1860 to the present, the development of the American economy from the mid-nineteenth century to the present and contemporary domestic and foreign issues.

US HISTORY HONORS

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: R, AS, C

PREREQUISITE: Teacher Recommendation This course provides students with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of American History from 1860 to the present by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, and historical reasoning and interpretation. Topics include, but are not limited to, a review of the significance of westward expansion on the American character, the origin and development of American ideals and characteristics, interpretations of the effects of the American colonial experience, an analysis of enlightened thinking and the Declaration of Independence, an understanding of the relationship between idealism and reality in the development of the United States Constitution and the Bill of Rights, an analysis of sectionalism as a force in American life and the aftermath of the American Civil War. Specific in-depth content to be covered will include, but not be limited to, an understanding of geo-historic development in time-space, an analysis of the significant turning points and trends in the development of American culture and institutions from 1860 to present, comparisons of the technological and urban transformation of our nation in the mid-nineteenth and twentieth centuries, interpretations of the changes in American life-styles through the mid-nineteenth and twentieth centuries, an analysis of the changes in American foreign policy from regional to global perspective, an evaluation of the cycles characteristic of American economic development through the mid-nineteenth and twentieth centuries, and an analysis of contemporary American domestic and foreign issues with projected scenarios through the twentieth century.

AP US HISTORY

LEVEL: Advanced Placement

GRADE: 9-12

CREDIT: 1

TYPE: R, AS, C

SPECIAL NOTE: Students are required to take the standardized Advanced Placement exam. **PREREQUISITE: Teacher Recommendation** This course provides students with the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development. This is done by focusing on persistent themes and change in history and by applying historical reasoning to seek solutions to contemporary problems. Appropriate concepts and skills, such as learning to assess historical materials, are developed in connection with the content that follows. The content includes, but is not limited to, that determined by the Advanced

US GOVERNMENT

LEVEL: Regular

GRADE: 9-12

CREDIT: ½

TYPE: R, AS, C

PREREQUISITE: None This course provides students with an opportunity to examine their own political behaviors, analyze the dynamics of political issues and practice decision-making skills. Students investigate classical and modern political thought and theorists; comparative political systems; the evolution of democratic political systems; the sources and function of American government; constitutional framework, federalism and the separation of powers; the evolving role of political parties and interest groups in determining government policy; and how people create and change structures of power, authority and governance.

US GOVERNMENT HONORS

LEVEL: Honors

GRADE: 9-12

CREDIT: ½

TYPE: R, AS, C

PREREQUISITE: None. The purpose of this course is to enable students to gain and understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society. The content should include, but not be limited to the following: interrelationship between American government and the American economic system; documents that shape our political traditions, including the Declaration of Independence, the U.S. Constitution, the Bill of Rights and the Federalist Papers; functions of the three branches of government at the local, state, and national levels; Florida government, including the State Constitution; municipal and county government; the evolving role of political parties and interest groups in determining government policy; how rights and responsibilities of citizens in a democratic state have evolved and been interpreted; contemporary political issues; career opportunities available in government services; importance of civic participation in the democratic political process; role of women and diverse cultural groups in the development of our political system.

ECONOMIC

LEVEL: Regular
GRADE: 9-12
CREDIT: ½
TYPE: R, AS, C
PREREQUISITE: None

This course provides students the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. The student will be introduced to the major characteristics of the mixed market economic system in the United States and how the basic economic questions are answered. The major emphasis is to provide the students with an understanding of the forces of the marketplace. Topics include, but are not limited to, combining economic understanding in reaching decisions in the marketplace. Necessary to that understanding are the roles and impact of economic wants, scarcity and choices, opportunity costs and trade-offs, economic incentives, specialization, comparative advantage, interdependence, savings and investment, the role of the citizen as producer, consumer, and decision-maker, the role and function of government policy, the role of money, financial institutions and labor, distinctions between micro and macroeconomic problems, and the similarities and differences of other economic systems.

ECONOMIC HONORS

LEVEL: Honors
GRADE: 9-12
CREDIT: ½
TYPE: R, AS, C
PREREQUISITE: Teacher Recommendation

This course provides students the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed market system. The major emphasis is to provide the student with the tools to examine and analyze the implications of market solutions and public policy decisions related to economic problems. Topics include, but are not limited to, combining economic understanding in reaching decisions in the marketplace. Necessary to that understanding are the role and impact of economic wants, scarcity and choices, opportunity costs and trade-offs, economic incentives, specialization, comparative advantage, interdependence, the role of pricing and price determination, types of market failures, savings and investment, the role and function of government and governmental policy, the function of money and financial institutions, labor supply and demand, and the distinction between micro and macroeconomics problems. Field trips required. First semester a college scholarship will be awarded.

AFRICAN AMERICAN HISTORY

LEVEL: Regular
Grade: 9-12
CREDIT: 1/2
TYPE: E
PREREQUISITE: Interest Suggested

The purpose of this course is to provide students with knowledge, skills, and attitudes necessary to understand the African-American experience. The specific content will include, but not be limited to, an understanding of maps, time-spatial relationships, and the African-American in the following periods: Exploratory, Colonial, Revolutionary, Abolitionist, Westward Expansion, Civil War, Reconstruction and Civil Rights.

AFRICAN HISTORY

LEVEL: Regular
Grade: 9-12
CREDIT: 1/2
TYPE: E
PREREQUISITE: Interest Suggested

The grade 9-12 African History course consists of the following content area strands: World History, American History, Geography, Economics, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of Africa by examining the political, economic, social, religious, military and cultural events that affected the continent. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the continent including, but not limited to, the physical geography of Africa, prehistory on the African continent, early African civilizations and empires, traditional African religious tradition and cultures, colonialism in Africa, the evolution of political systems and philosophies in African societies and nations, African independence movements and nationalism, major historical figures and events in African history, and contemporary African affairs.

SOCIOLOGY

LEVEL: Regular
GRADE: 9-12
CREDIT: 1/2
TYPE: AS, E, C
PREREQUISITE: Interest Suggested

This course provides students with the opportunity to acquire an understanding of group interaction and its impact on individuals. Topics include, but are not limited to, an understanding of the methods of study employed by sociologists, social institutions and norms, social classes, relationships between the sexes, racial and ethnic groups, the handicapped, societal determinants, group behavior, the socialization process (including the transmission of group behavior), social deviation, social conflict, social roles, social stratification, social participation, and the role of social organizations and institutions (including their interrelationships and interdependence).

LAW STUDIES

LEVEL: Regular
GRADE: 9-12
CREDIT: 1/2
TYPE: AS, E, C
PREREQUISITE: Interest Suggested

This course provides students the opportunity to acquire an understanding of the American legal process. Topics include, but are not limited to, an understanding of the study of historical antecedents for law, constitutional guarantees of citizens, different kinds of laws, comparison of adult and juvenile justice systems, the value of law in society, the role of law enforcement officials, the importance of the adversary relationships in American jurisprudence, the evolution of interpretations, social values and their impact on interpretations of the law, and the supremacy of the Constitution.

AP WORLD HISTORY -IB MIDDLE YEARS

LEVEL: Advanced Placement

GRADE: 9-12

CREDIT: 1

PREREQUISITE: Admission to the International Baccalaureate Program The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to the contacts among societies that form the core of world history as a field of study.

WORLD HISTORY HONORS IB MIDDLE YEARS

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

PREREQUISITE: Admission to IB Program

This course provides students the opportunity to acquire a comprehensive understanding of the past in terms of the process of human development. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific and cultural events that have shaped and influenced human development. Implicit in this is an understanding of the historical method, the inquiry process, and historical reasoning and interpretation. Topics include, but are not limited to, geo-historic development in time space, comparative views of history, the origin and development of contrasting civilizations, an analysis of cultural universals, the role of religion in historical change, the varieties of contrasting political theories and philosophies, the role of science and technology as a social catalyst, nationalism as a cohesive force in history, the diversity of economic thought and practices in the world, an analysis of the influence of the major figures and events, and interpretations concerning the historical development of our present world order. Included with this content will be a study of Americanism vs. Communism in accordance with Florida Statute.

AP HUMAN GEOGRAPHY IB MIDDLE YEARS

Level: Advanced Placement

Grade: 9-12

Credit: 1.0

Type: AS, E

Prerequisite: Admission to the International Baccalaureate Program The purpose of this course is to enable students to develop higher levels of concepts and skills related to Human Geography. The content should include, but not be limited to, the following: regions, population studies, cultural concepts and spatial representation, political geography, land use, urbanization, issues related to space, place, scale, economic geography.

AMERICAN HISTORY INTERNATIONAL BACCALAUREATE

LEVEL: Advanced Placement

GRADE: 11

CREDIT: 1

TYPE: AS, E, I.B.

SPECIAL NOTE: This course is available only at schools with International Baccalaureate programs.

PREREQUISITE: None

This course provides students with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity. The content includes, but is not limited to, an analysis of the significant turning points and trends in the development of American culture and institutions, an evaluation of the significance of westward expansion on the American character, the origin and development of American ideals and characteristics, interpretations on the effects of the American colonial experience, an analysis of enlightened thinking and the Declaration of Independence, and understanding of the changing role of the Constitution over the centuries, an analysis of sectionalism as a force in American life over the centuries, an analysis of the origin, course, and aftermath of the American Civil War, comparisons of the technological and urban transformations of our nation in the nineteenth and twentieth centuries, interpretations of the changes in American lifestyles through the centuries, an analysis of the changes in American foreign policy from regional to global, an evaluation of the cycles characteristic of American economic development through the centuries, and an analysis of contemporary American domestic and foreign issues with projected scenarios through the twentieth century.

SOCIAL AND CULTURAL ANTHROPOLOGY INTERNATIONAL BACCALAUREATE

LEVEL: Advanced Placement

GRADE: 11-12

CREDIT: 1

TYPE: E, I.B.

PREREQUISITE: Admission to the International Baccalaureate Diploma Program

Social and cultural anthropology is the comparative study of culture and human societies. It explores the general principles of social and cultural life, and the characteristics of specific societies and cultures. It operates with local and global perspectives, and is increasingly concerned with urban as well as rural society, regional inequalities and all aspects of modernization states. Anthropology contributes to an understanding of such contemporary issues as war and conflict, the environment, poverty, problems of injustice, inequality and human rights. Although social and cultural anthropology shares much of its theory with other social sciences it is distinct in a number of ways. Social and cultural anthropology places emphasis on the examination of small groups, the tradition of participant observation. The objects of inquiry are kinship relations, symbolism, exchange, language, ethnicity, and gender and power relations. The subject has changed in many ways but it retains its focus on ordinary people. It places special emphasis on comparative perspectives which challenge cultural assumptions. Social and cultural anthropology seeks to develop an understanding of humankind and value its diversity. The IBO Social and Cultural Anthropology program offers an opportunity for candidates to become acquainted with these perspectives and ways of thinking, and to connect the academic to the personal. Social and Cultural Anthropology contributes a distinctive approach to internationalism and can be seen to some extent to be the essence of an IBO education. The Social and Cultural Anthropology PROGRAM for both Higher Level and Standard Level candidates is designed to introduce the principles, practices and materials of the discipline.

PSYCHOLOGY INTERNATIONAL BACCALAUREATE

LEVEL: Advanced Placement

GRADE: 11-12

CREDIT: 1

TYPE: E, I.B.

PREREQUISITE: Admission to the International Baccalaureate Diploma Program

Psychology is most appropriately defined as the systematic study of behavior and experience. Its historical development, however, has witnessed several difficulties in arriving at a precise clarification of its subject matter and methodological focus. In the 19th century, psychology began to emerge from its ties with philosophical speculation. In the 20th century the main focus was on empirical and scientific research methods. The current trend is towards a balance of quantitative and qualitative methods. Without denying its historical links with other fields of inquiry, modern psychology occupies an important position as a meeting ground for both the natural and the social sciences. The variety of current research areas and applications reflect the prominent role of psychology in modern society.

In recent years great attention has been given to cultural variables to study the diversity of human behavior in a more comprehensive way. Whatever their background or methodology, psychologists employ rigorous procedures through the research process, utilizing their findings for the possible improvement of individual life as well as for the understanding of the social conditions that affect the individual.

HISTORY OF THE AMERICAS INTERNATIONAL BACCALAUREATE

LEVEL: Advanced Placement

GRADE:

12 CREDIT: 1

TYPE: E, I.B.

SPECIAL NOTE: This course is available only at schools with International Baccalaureate programs.

PREREQUISITE: None. This course provides students with the opportunity to acquire a comprehensive understanding of the major themes that give meaning to the historical development of the nations of the western hemisphere. This is done by achieving an understanding of the historical method, the process of inquiry, historical reasoning and interpretation, and change. The content includes, but is not limited to, an understanding of the effect that the north and south American land mass had on national and cultural development, an analysis of the significant turning points and trends in the development of hemispheric culture and institutions, a comparison and evaluation of the development of Anglo-American and Latin American ideals and characteristics, interpretations on the effects of the British and Spanish colonial experiences, an analysis of enlightened thinking and its effects as wars of liberation in the western hemisphere, an analysis of the divergent political traditions that developed in Anglo-America and Latin America after 1800, an understanding of how the United States became the dominant hemispheric power, comparisons of technology changes and population shifts in Anglo-America and Latin America, an analysis of Pan-American relations under the hegemony of the United States, and an evaluation of those significant domestic and foreign issues facing the nations in the western hemisphere.

EUROPEAN HISTORY INTERNATIONAL BACCALAUREATE

LEVEL: Advanced Placement

GRADE: 12

CREDIT: 1

TYPE: E

PREREQUISITE: None This course provides students with opportunities to understand the development of Europe within the context of history by examining connections to the past to prepare for the future as participating members of a global community. Students will draw conclusions based on geographic principles; evaluate the contributions of European societies in the context of the humanities, science and social philosophy; assess the effectiveness of international organizations and analyzed European international relations. The content includes, but is not limited to, that determined by the International Baccalaureate syllabus, emphasis will be on 19th/20th Century Europe.

AP MACROECONOMICS

LEVEL: Advanced Placement

GRADE: 12

CREDIT: 1/2

TYPE: E, IB

PREREQUISITE: Instructor Approval This is a one-semester course in AP macroeconomics, which will give students an appreciation of the principles of economics and to the economy in the aggregate rather than with the details of individual markets and consumer behavior. The main focus of this course will be structured on the American economy, stressing the interrelationship among household, business, and government sectors. We will analyze the major determinants of national output, national income accounting, supply and demand, unemployment, inflation, economic growth, taxing and spending policies, the limits of the market and the government, public choice theory, the Federal Reserve System, money and banking, and international trade.

AP MICROECONOMIC

Level: Advance Placement

Grade: 9 - 12

Credit: 1/2

Type: E, IB

Prerequisite: Instructor Approval. In order for students to acquire the knowledge and decision-making tools necessary for understanding how society must organize its limited resources to satisfy its unlimited wants, students learn factors that influence the economic system.

IB ECONOMIC II

Level: Advance Placement

Grade: 9 - 12

Credit: 1.0

Type: E, IB

Prerequisite: Admission to the International Baccalaureate The study of economics is intended to develop in the student: disciplined skills of economic reasoning: an ability to apply the tools of economics analysis to past and contemporary situations and data: an understanding of how individuals, organizations, societies, and regions organize themselves in the pursuit of economic goals: an ability to evaluate economic theories, concepts, and situations in a way which is regional and unbiased: and to appreciate an international perspective which features a respect for understanding of the interdependence and the diversity of economics realities in which individuals, organizations, and societies function

ART DEPARTMENT

Level I	Level II	Level III
Art 2D Comprehensive	Drawing Painting I	Ceramics II
Art 3D Comprehensive	Ceramics I	Ceramics III
Art I IB Middle Years	AP History of Art	AP Art History
	Art II IB Middle Years	AP Studio
	Photography I	Portfolio
		Art I IB
		Art II IB
		Photo II
		Photo III

ART/2D COMPREHENSIVE I

LEVEL: Regular
 GRADE: 9-12
 CREDIT: 1/2
 TYPE: E, PF, AS

Material Donations: \$20 (note: Student financially unable to provide a lab donation will be asked to participate in one afterschool service day to help contribute to the art class.)
PREREQUISITE: None - Entry Level The purpose of this course is to enable students to communicate fundamental ideas and concepts through basic two-dimensional design and composition, and develop appreciation of exemplars in varied cultures and historical periods. The content should include, but not be limited to, the following: use of tools and materials; art vocabulary; varied two dimensional media, technology, processes, and techniques; elements of art and principles of design; critical thinking and analysis; historical and cultural perspectives; connections between visual arts and other subject areas; personal and social benefits; collaborative; and career opportunities. **Special Note:** Will meet the graduation requirement for Performing Fine Arts.

ART/3D COMPREHENSIVE I

LEVEL: Regular
 GRADE: 9-12
 CREDIT: 1/2
 TYPE: E, PF, AS

Material Donations: \$20 (note: Student financially unable to provide a lab donation will be asked to participate in one afterschool service day to help contribute to the art class.)
PREREQUISITE: None - Entry Level The purpose of this course is to enable students to communicate ideas and concepts through basic three-dimensional design and composition, and develop appreciation of exemplars in varied cultures and historical periods. The content should include but not be limited to the following: use of tools and materials; art vocabulary; varied three-dimensional media, technology, processes, and techniques; elements of art and principles of design; critical thinking and analysis; historical and cultural perspectives; connections between visual arts and other subject areas; personal and social benefits; collaborative skills; and career opportunities.

DRAWING AND PAINTING I

LEVEL: Regular
 GRADE: 10 -12
 CREDIT: 1 TYPE: E, PF, AS

Material Donation: \$20.00/ per semester (note: Student financially unable to provide a lab donation will be asked to participate in one afterschool service day to help contribute to the art class.)
PREREQUISITE: Art 2D. The content includes an understanding of design and composition in drawing and painting. The content includes, but is not limited to, study of composition in drawing, painting and design, including its symbolic use in aesthetic expression. The function of line and mass in visual terms will be studied; perception and response to the formal qualities and expressive content in a particular work of art; expression of in-depth conceptions about art and artists; production of works that show an in-depth understanding of design and composition; history of art as it relates to understanding of design and composition; and development and justification of judgments of the aesthetic merit and qualities of selected drawings and paintings. This course includes development of critical aesthetic merit and qualities of selected drawings and paintings. This course also includes development of critical approach to painting in terms of color use: expressiveness, symbolism, emotional and aesthetic design and spatial treatments.

CERAMICS/POTTERY I

LEVEL: Regular
 GRADE: 10 -12
 CREDIT: 1/2
 TYPE: E, PF

Material Donations: \$20 per semester (note: Student financially unable to provide a lab donation will be asked to participate in one afterschool service day to help contribute to the art class.)
PREREQUISITE: Art 3D sculpture or demonstrated proficiency and teacher recommendation. The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using basic hand-building techniques. The content should include, but not limited to, the following: use of tool; equipment; and materials; art vocabulary; functional and nonfunctional form; material preparations, object production, decoration, and firing; critical thinking and analysis; historical and cultural perspectives; personal and social benefits; collaborative skills; and career opportunities

CERAMICS/POTTERY II

LEVEL: Regular
 GRADE: 10 -12
 CREDIT: 1
 TYPE: E, PF, AS

MATERIAL DONATION: \$20.00 per semester (note: Student financially unable to provide a lab donation will be asked to participate in one afterschool service day to help contribute to the art class.)
PREREQUISITE: Ceramics/Pottery I and 3D Art/Sculpture or demonstrated proficiency and/or art teacher recommendation The content will include, but is not limited to, the investigation of the ceramic process; the relationship among the elements and compositional principles; knowledge of the function of ceramics/ pottery in our society; knowledge about the history of ceramics/ pottery and its relationship to other processes and periods; the criteria for making judgments about the aesthetic merits of ceramic art; and the practice of successful forming techniques. Active participation in student exhibitions is required.

CERAMICS/POTTERY III

LEVEL: Regular

GRADE: 10 -12

CREDIT: 1

TYPE: E, PF, AS

Material Donations: \$20 per semester (note: Student financially unable to provide a lab donation will be asked to participate in one afterschool service day to help contribute to the art class). **PREREQUISITE:** Ceramics/Pottery II or demonstrated proficiency and/or art teacher recommendation The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using advanced hand-building, intermediate level wheel throwing, and firing techniques. The content should include, but not be limited to, the following: use of tools, equipment, and materials; art vocabulary; functional and nonfunctional form; material preparation, object production, decoration, and firing; critical thinking and evaluation; historical and cultural perspectives; personal and social benefits; collaborative skills; and career opportunities.

ADVANCED PLACEMENT ART HISTORY OF ART

LEVEL: Honors A/P

GRADE: 11 -12

CREDIT: 1

TYPE: E, PF AS

PREREQUISITE: English teacher recommendation The content will include an advanced level understanding of the history, practice and enjoyment of art. The content includes the prescribed course of study outlined in the Advanced Placement Course Description – Art, the College Board, Educational Testing Services (order the current publication), Box 2815, Princeton, NJ 08541. Students will study the history of the world by looking at the most famous paintings, sculpture and buildings ever made. It is not necessary to have art experience. Good reading and writing skills are important, but interest and motivation are essential. This is a truly humanistic way to learn about the world and its treasures.

ADVANCED PLACEMENT ART-STUDIO GENERAL PORTFOLIO

LEVEL: A/P

Grade: 11-12

Credit: 1

Type: E, PF, AS

MATERIAL DONATION: \$20.00 per semester

PREREQUISITE: Demonstrated proficiency and art teacher recommendation The content will include an advanced level of understanding of quality, concentration, and breadth of art. The content to be covered follows the prescribed course of study outlined in the Advanced Placement Course Description – Art, the College Board, Educational Testing Services (order the current publication), Box 2815, Princeton, NJ 08541. Active participation in Gallery 900 is required.

ADVANCED PLACEMENT ART-STUDIO 3D

LEVEL: A/P

GRADE: 11 -12

CREDIT: 1

TYPE: E, PF, AS

MATERIAL DONATION: \$20.00 per semester

PREREQUISITE: Demonstrated proficiency and art teacher recommendation The content will include an advanced level of understanding of quality, concentration, and breadth of art in drawing. The content to be covered follows the prescribed course of study outlined in the Advanced Placement Course Description – Art, the College Board, Educational Testing Services (order the current publication), Box 2815, Princeton, NJ 08541. Active participation in Gallery 900 is required.

PORTFOLIO I

LEVEL: Regular

GRADE: 10 -12

CREDIT: 1

TYPE: E, PF, AS

MATERIAL DONATION: \$20.00

PREREQUISITE: Demonstrated proficiency and art teacher recommendation The content includes, but is not limited to, the introduction to development of a portfolio which reflects an understanding of the elements of designing varied forms of expression; the perception and response to the qualities of art found throughout history; the valuing of arts as an important realm of human experience; the production of original and imaginative works of art; the history of art and its relationship to other processes and periods; and the criteria for making and justifying.

ADVANCED PLACEMENT ART-STUDIO 2D

LEVEL: A/P

GRADE: 11 -12

CREDIT: 1

TYPE: E, PF, AS

MATERIAL DONATION: \$20.00 per semester

PREREQUISITE: Demonstrated proficiency and art teacher recommendation. The content will include an advanced level of understanding of quality, concentration, and breadth of art in drawing. The content to be covered follows the prescribed course of study outlined in the Advanced Placement Course Description – Art, the College Board, Educational Testing Services (order the current publication), Box 2815, Princeton, NJ 08541. Active participation in Gallery 900 is required.

ART I IB MIDDLE YEARS

LEVEL: IB

GRADE: 9 -10

CREDIT: 1

TYPE: E, PF, AS

MATERIAL DONATION: \$20.00 per semester (note: Student financially unable to provide a lab donation will be asked to participate in one afterschool service day to help contribute to the art class.) **PREREQUISITE:** This course is only offered to schools with the International Baccalaureate program The purpose of this course is to provide personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. The content should include, but not be limited to the following: visual elements and compositional principles; media tools and techniques; artistic styles, periods, and cultures; judgment of aesthetic merit of art works; portfolio development.

ART II IB MIDDLE YEARS

LEVEL: IB
GRADE: 10
CREDIT: 1
TYPE: E, PF, AS

IB MATERIAL DONATION: \$20.00 per semester (*note: Student financially unable to provide a lab donation will be asked to participate in one afterschool service day to help contribute to the art class.*) PREREQUISITE: This course is only offered to schools with the International Baccalaureate program. The purpose of this course is to provide personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. The content should include, but not be limited to the following: visual elements and compositional principles; media, tools and techniques; artistic styles, periods, and cultures; judgment of aesthetic merit of art works; portfolio development. Required activities include visiting art museums, and attending and assisting at both Gallery 900 and the Student Exhibition.

ART I – ART/DESIGN HIGHER LEVEL INTERNATIONAL BACCALAUREATE

LEVEL: IB
GRADE: 11
CREDITS: 1
TYPE: E, PF, AS

MATERIAL DONATION: \$20.00 per semester (*note: Student financially unable to provide a lab donation will be asked to participate in one afterschool service day to help contribute to the art class.*) SPECIAL NOTE: This course is only offered to schools with the International Baccalaureate program. The purpose of this course is to provide personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. The content should include, but not be limited to the following: opportunities for students to develop aesthetic, imaginative, and creative faculties; activities that stimulate and train visual awareness; perception, and criticism of the arts of various cultures; activities that will enable students to discover, develop, and enjoy means of creative visual expression which are suited to their temperament and capabilities in the studio and elsewhere; activities that will encourage the pursuit of quality through training, individual experiment, and persistent endeavor; activities that will exemplify and encourage a lively, inquiring, and informed attitude toward art design in all their forms, in history and today. Required activities include visiting art museums attending and exhibiting in Gallery 900 as well as attending & assisting at the Senior Exhibition.

ART II – ART/DESIGN HIGHER LEVEL INTERNATIONAL BACCALAUREATE

LEVEL: IB
GRADE: 12
CREDIT: 1
TYPE: E, PF, AS

MATERIAL DONATION: \$20.00 per semester (*note: Student financially unable to provide a lab donation will be asked to participate in one afterschool service day to help contribute to the art class.*) PREREQUISITE: Art V – A and B – Art/Design Higher Level IB SPECIAL NOTE: This course is only offered to schools with the International Baccalaureate program. The purpose of this course is to provide personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. The content should include, but not be limited to the following: opportunities for students to develop aesthetic, imaginative, and creative faculties; activities that stimulate and train visual awareness; perception, and criticism of the arts of various cultures; activities that will enable students to discover, develop, and enjoy means of creative visual expression which are suited to their temperament and capabilities in the studio and elsewhere; activities that will encourage the pursuit of quality through training, individual experiment, and persistent endeavor; activities that will exemplify and encourage a lively, inquiring, and informed attitude toward art and design in all their forms, in history and today. Required activities include visiting art museums attending and exhibiting in Gallery 900 as well as attending & assisting at the Senior Exhibition.

AICE ART AND DESIGN

LEVEL: 2
CREDIT: 1
TYPE: E, PF

Material Donations: \$20 for the semester, which pays for Chemicals/lights/ matt board, etc. (*Note: the students must provide themselves with photo-paper and black & white film 100/400 speed*) (If the student decides not to pay for the materials, then they will be able to learn about photography and its processes, but will not be able to process their own film or paper.) PREREQUISITE: Student should have an adjustable lens 35mm. Camera, 25 sheets of photo paper and at least 2 rolls of black & white film (not C41, which is processed differently) and teacher recommendation. The purpose of this course is to enable students to develop fundamental skills in photographic imagery, processes, and techniques. The content should include, but not be limited to, the following: use of equipment and materials; black-and-white photography; elements of art and principles of design; formal and expressive elements; film development and printing processes; experimental photographic techniques; critical thinking and analysis ; historical and cultural perspectives; connections between photography and other subject areas; personal benefits; collaborative skills; and career opportunities.

CREATIVE PHOTOGRAPHY II

LEVEL: 2
CREDIT: 1
TYPE: E, PF

Material Donations: \$30 for the semester, which pays for chemicals/ lights/ matt board, etc. (*Note: the students must provide themselves with photo-paper and black & white film 100/400 speed*) (If the student decides not to pay for the materials, then they will be able to learn about photography and its processes, but will not be able to process their own film or paper.) PREREQUISITE: Creative Photography I, or demonstrated proficiency and teacher recommendation. Student should have an adjustable lens 35mm. Camera, 25 sheets of photo paper and at least 4 rolls of black & white film (not C41, which is processed differently). The purpose of this course is to enable students to develop fundamental skills in photographic imagery, processes, and techniques. The content should include, but not be limited to, the following: use of equipment and materials; black-and-white photography; elements of art and principles of design; formal and expressive elements; film development and printing processes; experimental photographic techniques; critical thinking and analysis ; historical and cultural perspectives; connections between photography and other subject areas; personal benefits; collaborative skills; and career opportunities.

CREATIVE PHOTOGRAPHY III

LEVEL: 3
CREDIT: 1
TYPE: E, PF

Material Donations: \$30 for the smester, which pays for chemicals/ lights/ matt board, etc. (*Note: the students must provide themselves with photo-paper and black & white film 100/400 speed*) (If the student decides not to pay for the materials, then they will be able to learn about photography and its processes, but will not be able to process their own film or paper.) PREREQUISITE: Creative Photography II, or demonstrated proficiency and teacher recommendation. Student should have an adjustable lens 35mm. Camera, 25-50 sheets of photo paper and at least 4 rolls of black & white film (not C41, which is processed differently). The purpose of this course is to enable students to develop fundamental skills in photographic imagery, processes, and techniques. The content should include, but not be limited to, the following: use of equipment and materials; black-and-white photography; elements of art and principles of design; formal and expressive elements; film development and printing processes; experimental photographic techniques; critical thinking and analysis ; historical and cultural perspectives; connections between photography and other subject areas; personal benefits; collaborative skills; and career opportunities.

CREATIVE PHOTOGRAPHY IV

LEVEL: 3

CREDIT: 1

TYPE: E, PF

Material Donations: \$30 for the semester, which pays for chemicals/ lights/ matt board, etc. (Note: the students must provide themselves with photo-paper and black & white film 100/400 speed) (If the student decides not to pay for the materials, then they will be able to learn about photography and its processes, but will not be able to process their own film or paper.) PREREQUISITE: Creative Photography II, or demonstrated proficiency and teacher recommendation. Student should have an adjustable lens 35mm. Camera, 25-50 sheets of photo paper and at least 4 rolls of black & white film (not C41, which is processed differently).

The purpose of this course is to enable students to develop fundamental skills in photographic imagery, processes, and techniques. The content should include, but not be limited to, the following: use of equipment and materials; black-and-white photography; elements of art and principles of design; formal and expressive elements; film development and printing processes; experimental photographic techniques; critical thinking and analysis ; historical and cultural perspectives; connections between photography and other subject areas; personal benefits; collaborative skills; and career opportunities.

CONSTRUCTION ACADEMY

DRAFTING AND DESIGN TECHNOLOGY I

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: E, PA, V

Prerequisite: none This course provides instruction in basic drawing and drafting skills, applied mathematics, multi-view and sectional drawings. The purpose of this program is to prepare students for employment or advanced training in the architectural drafting industry and related fields. Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring at least one AutoDESK Industry Certification upon completion of the program.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Architecture and Construction career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Architecture and Construction career cluster.

DRAFTING AND DESIGN TECHNOLOGY II

LEVEL: Regular
GRADE: 10-12
CREDIT: 1
TYPE: E, PA, V

PREREQUISITE: Drafting and Design I This course provides instruction in intermediate competencies common to a cluster of occupations in drafting industries and develops skills, knowledge and attitudes for success and advancement in a specialized occupational proficiency program. Emphasis will be placed on acquiring competencies necessary in the design process and in Computer Aided Drafting (CAD).

DRAFTING AND DESIGN TECHNOLOGY III

LEVEL: Regular
GRADE: 11-12
CREDIT: 1
TYPE: E, PA, V

Prerequisite: Drafting and Design 2. This course provides instruction in computer aided drafting skills, professional ethics and career and education planning. The purpose of this program is to prepare students for employment or advanced training in the architectural drafting industry and related fields. Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring at least one AutoDESK Industry Certification upon completion of the program.

DRAFTING AND DESIGN TECHNOLOGY IV

LEVEL: Regular
GRADE: 11-12
CREDIT: 1
TYPE: E, PA, V

Prerequisite: Drafting and Design 3. 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. The purpose of this program is to prepare students for employment or advanced training in the architectural drafting industry and related fields. Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring at least one AutoDESK Industry Certification upon completion of the program.

CONSTRUCTION DESIGN TECHNOLOGY I

LEVEL: Regular
GRADE: 9
CREDIT: 1
TYPE: E, PA, V

Prerequisite: none. NCCER/CORE. The purpose of this program is to prepare students for employment or advanced training in the building construction industry. Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring at least one NCCER Industry Certification upon completion of the program. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Architecture and Construction career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Architecture and Construction career cluster. The content includes but is not limited to applying construction techniques; reading plans and specifications; and developing trade skills in carpentry, masonry, electricity, plumbing and air conditioning.

Laboratory Activities: Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

CONSTRUCTION DESIGN TECHNOLOGY II

LEVEL: Regular
GRADE: 10
CREDIT: 1
TYPE: E, PA, V

Prerequisite: Construction Design Technology 1. NCCER Carpentry Level. The purpose of this program is to prepare students for employment in the carpentry industry with a stress on basic carpentry skills. Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring at the NCCER Carpentry Industry Certification upon completion of the program.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Architecture and Construction career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Architecture and Construction career cluster. The content includes but is not limited to developing rough and finish carpentry skills.

CONSTRUCTION DESIGN TECHNOLOGY III

LEVEL: Regular

GRADE: 11

CREDIT: 1

TYPE: E, PA, V

Prerequisite: Construction Design Technology 2. The purpose of this program is to prepare students for employment in the brick, block, and concrete masonry industry. Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring at the NCCER Masonry Industry Certification upon completion of the program. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Architecture and Construction career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Architecture and Construction career cluster. The content includes but is not limited to selecting and mixing mortars, laying bricks and blocks, and interpreting construction documents.

CONSTRUCTION DESIGN TECHNOLOGY IV

LEVEL: Regular

GRADE: 12

CREDIT: 1

TYPE: E, PA, V

Prerequisite: Construction Design Technology 3. The purpose of the programs in this cluster is to prepare students for employment or advanced training in a variety of pipe occupations. Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring at the NCCER Plumbing Industry Certification upon completion of the program. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Architecture and Construction career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Architecture and Construction career cluster. The content includes but is not limited to reading construction documents, understanding building codes in the pipe trades, plumbing pipe-cutting-and-joining skills and plumbing layout and installation.

CRIMINAL JUSTICE ACADEMY

CRIMINAL JUSTICE OPERATIONS I

LEVEL: Regular

GRADE: 9-12

CREDIT: 1

TYPE: E, V

Prerequisite: None. This course is to introduce the student to the history, goals, and career opportunities in the Criminal Justice Profession. It also covers ethics and professionalism, constitutional and criminal laws, court and trial process, juvenile justice system, and the correctional system. Students will also be instructed on personal, interpersonal, and communication skills as well as demonstrate employability skills. Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring the CSO Industry Certification upon completion of the program.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

CRIMINAL JUSTICE OPERATIONS II - IV

LEVEL: Regular

GRADE: 9-12

CREDIT: 1

TYPE: E, V

Prerequisite: Criminal Justice 1. This course is to introduce the student to the characteristics and procedures of patrol, complete written reports, and crime prevention programs. Students will also describe guidelines for Use-of-force, perform CPR/ first aid techniques, and procedures to protect from Blood-Borne pathogens. Training for Traffic Control Officer and Parking Enforcement Specialist IAW Florida Statute 316.640 will be accomplished. Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring the CSO Industry Certification upon completion of the program.

ENGLISH LANGUAGE LEARNERS (ELL)

The English for Speakers of Other Languages (ESOL) department offers a program for English Language Learners (ELL) for both non-English and limited English speaking students. This program serves three major groups of ELL students. The first group of students is placed in the sheltered program. The students are beginning and intermediate speakers. These ELL students will receive intensive language classes within the content-area courses. The second group of students consists of advanced speakers which are placed in the support program and are closely monitored in mainstream/regular classes. The third group of students consists of ELL students that have been exited and monitored for two years ensure success.

This program is designed to ensure equitable access to the full diversity of opportunities available for all ELL students. The ESOL Curriculum offers interactive, cooperative, discovery oriented lessons and comprehensible instruction for different academic content areas.

Students are monitored on the **English Language Development Continuum** (ELDC). The ELDC is a four dimensional matrix that prescribes instruction and determines adequate progress in English language development based upon grade level, oral proficiency in English, and written ability in English. Our overall goal is to prepare the students to enter into the mainstream/regular classroom settings with the appropriate oral and literacy skills for success.

The program personnel include, but are not limited to the following: Coordinator, Bi-lingual Guidance Counselor, Language Community Facilitators. *Students enrolled in this program should consult with the Guidance Counselor regarding course selections.*

EXCEPTIONAL STUDENT EDUCATION (ESE)

Students enrolled in this program should consult with their Guidance Counselor or Teachers for guidance on course selection.

The ESE Department offers many classes for a variety of exceptionalities. ESE students are identified through testing and the Child Study Team, and R.T.I. process.

Students with disabilities on track for a regular diploma can take ESE Courses in English, Math or ESE Electives (Learning Strategies).

Students on track for a special diploma can take the following ESE courses: English, Math, Social Studies, Science, Career Preparation and Career Placement. The Career Placement program is especially advantageous in that it is designed to enable students to gain valuable employability skills in entry level training sites through actual work experience in or out of school. Two options for a special diploma are available based on the individual student's needs.

FAMILY CONSUMER SCIENCE

EARLY CHILDHOOD EDUCATION I

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: E, PA

Prerequisite: None. This course covers the DCF 40-hour Introductory Child Care Training coursework, which includes the following content: child care rules and regulations, safe learning environments, stages of child development, developmentally appropriate practices, communication skills, principles of child nutrition, literacy activities and methods of guidance. Additionally, students can begin earning direct work experience hours with children five (5) years old or younger. To offer and teach the 40-hour Introductory Child Care Training, schools must obtain approval from the local DCF Child Care Training Coordinators Agency and the instructor must meet the trainer requirements established by DCF. **All regulatory requirements for the program are included in the Early Childhood Professional Certificate (ECPC) Program Guidelines.** . Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring the DCF Industry Certification upon completion of the program.

EARLY CHILDHOOD EDUCATION II

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: E, PA

Prerequisite: Early Childhood 1. 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. Students will continue working directly with children 5 years of age or younger to complete the ECPC work experience requirement. Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring the DCF Industry Certification upon completion of the program.

EARLY CHILDHOOD EDUCATION III

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: E, PA

Prerequisite: Early Childhood 2. 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. Students will continue working directly with school-aged children to complete the ECPC work experience requirement. Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring the DCF Industry Certification upon completion of the program.

EARLY CHILDHOOD EDUCATION IV

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: E, PA

Prerequisite: Early Childhood 3. 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. Students will have completed the ECPC 480-hour work experience requirement by the end of this course. Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring the DCF Industry Certification upon completion of the program

CULINARY OPERATIONS I

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: E, PA

This course was developed as part of a three-credit core. Students will develop competence in career and job opportunities; basic skills; work procedures; operational systems; recipes; principles of nutrition; front-of-the-house and back-of-the-house duties and food preparation. *Special Note.* Students can be in the OJT (on the job training) with this class. One credit can be earned for each OJT class registered in. Students must have a job within a month of entering this course. If this requirement is not met, the students will be terminated from the OJT program during that grading period. A donation/club membership will be collected from each student

DIVERSIFIED CAREER TECHNOLOGIES

LEVEL: Regular
GRADE: 11-12
CREDIT: 1
TYPE: E

This course is designed to enable each student to demonstrate employability skills; environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial skills; leadership skills; communication skills; human resources and labor skills; America's economic principles; entrepreneurship principles; relate planning methods to life and career goals; and use of industry/technology principles in the workplace. A first Occupational Completion Point will be met upon completion of DCT Principles and one credit of DCT OJT - Data Codes: A through P (see Major Concepts/Content section for list).

DIVERSIFIED CAREER TECHNOLOGIES - OJT

LEVEL: Regular
GRADE: 11-12
CREDIT: Various
TYPE: E

This course is designed to enable each student to demonstrate competencies in a specific career and to demonstrate legal and ethical behavior within the role and scope of job responsibilities through a realistic, on-the-job training experience. An individualized training plan is developed and utilized to ensure that training is provided which will develop the necessary competencies/skills in order for the student to become competent in the occupation for which he/she is being trained. The training plan is the "curriculum" for the on-the-job training and the time card is the attendance record. A first Occupational Completion Point will be met upon completion of DCT Principles and DCT OJT.

FOREIGN LANGUAGE

FRENCH I

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: E, AS

SPECIAL NOTE: This course is not intended for the native speaker. Research and experience dictate the recommendation of a minimum "C" average in academics as an indicator of success for this course. **PREREQUISITE:** *Grade of C or higher in current English class required plus teacher recommendation* This course introduces students to the target language and its culture and develops communicative skills and cross-cultural understanding. The content includes, but is not limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is included as well as the fundamentals of grammar and culture.

FRENCH II

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: E, AS

SPECIAL NOTE: This course is not intended for the native speaker. **PREREQUISITE:** *Successful completion of French I or demonstrated proficiency, and teacher recommendation* This course reinforces the fundamental skills previously acquired by the students. This course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. The content includes, but is not limited to, an expansion of the listening and oral skills previously acquired. Reading and writing will receive emphasis, while oral communication remains the primary objective. This course continues the cultural survey of French-speaking people.

FRENCH III

LEVEL: Honors
GRADE: 9-12
CREDIT: 1
TYPE: E, AS

SPECIAL NOTE: This course is not intended for the native speaker. **PREREQUISITE:** *Successful completion of French II or demonstrated proficiency, and teacher recommendation* This course expands upon the skills previously acquired by the students. The content includes, but is not limited to, an expansion of vocabulary and conversational skills through discussions based on selected readings. The student's acquisition of grammatical concepts is strengthened by analyzing reading selections. Contemporary vocabulary stresses activities which are important to everyday life of French-speaking people.

FRENCH IV

LEVEL: Honors
GRADE: 9-12
CREDIT: 1
TYPE: E, AS

PREREQUISITE: *Successful completion of French III or demonstrated proficiency, and teacher recommendation* This course expands upon the skills previously acquired by the students. The content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There will be additional growth in vocabulary for practical purposes including writing. Reading selections are varied.

ADVANCED PLACEMENT FRENCH LANGUAGE

LEVEL: Advanced Placement
GRADE: 9-12
CREDIT: 1
TYPE: E, AS

SPECIAL NOTE: Students are required to take the Standardized Advanced Placement examination upon completion of the course. **PREREQUISITE:** *Successful completion of French III or demonstrated proficiency, and teacher recommendation* This college level course develops oral and written fluency in the language. The content includes, but is not limited to, that determined by the advanced placement program guidelines of the College Board.

SPANISH I

LEVEL: Regular
GRADE: 9-12
CREDIT: 1

TYPE: E, AS **SPECIAL NOTE:** This course is not intended for the native speaker. Research and experience dictate the recommendation of a minimum "C" average in academics as an indicator of success for this course. **PREREQUISITE:** *Grade of C or higher in current English class required plus teacher recommendation*. This course introduces students to the target language and its culture and develops communicative skills and cross-cultural understanding. The content includes, but is not limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is included as well as the fundamentals of grammar and culture.

SPANISH II

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: E, AS

SPECIAL NOTE: This course is not intended for the native speaker. **PREREQUISITE:** *Successful completion of Spanish I or demonstrated proficiency, and teacher recommendation* This course reinforces the fundamental skills previously acquired by the students. This course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. The content includes, but is not limited to, an expansion of the listening and oral skills previously acquired. Reading and writing will receive emphasis, while oral communication remains the primary objective. This course continues the cultural survey of Spanish-speaking people.

SPANISH III

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: E, AS

SPECIAL NOTE: This course is not intended for the native speaker. **PREREQUISITE:** *Successful completion of Spanish II or demonstrated proficiency, and teacher recommendation* This course expands upon the skills previously acquired by the students. The content includes, but is not limited to, an expansion of vocabulary and conversational skills through discussions based on selected readings. The student's acquisition of grammatical concepts is strengthened by analyzing reading selections. Contemporary vocabulary stresses activities which are important to everyday life of Spanish-speaking people.

SPANISH IV

LEVEL: Honors

GRADE: 10-12

CREDIT: 1

TYPE: E, AS

PREREQUISITE: *Successful completion of Spanish III or demonstrated proficiency, and teacher recommendation* This course expands upon the skills previously acquired by the students. The content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There will be additional growth in vocabulary for practical purposes including writing. Reading selections are varied.

ADVANCED PLACEMENT SPANISH LANGUAGE

LEVEL: Advanced Placement

GRADE: 9-12

CREDIT: 1

TYPE: E, AS

SPECIAL NOTE: Students are required to take the Standardized Advanced Placement examination upon completion of the course. **PREREQUISITE:** *Successful completion of Spanish III or demonstrated proficiency, and teacher recommendation* This college level course develops oral and written fluency in the language. The content includes, but is not limited to, that determined by the advanced placement program guidelines of the College Board.

FRENCH I - LANGUAGE B IB MIDDLE YEARS

LEVEL: Honors

GRADE: 9

CREDIT: 1

TYPE: E, AS

The course introduces students to the target language and its culture and develops communicative skills and cross-cultural understanding. The content includes, but is not limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing skills is also included as well as the fundamentals of grammar and culture.

FRENCH II - LANGUAGE B IB MIDDLE YEARS

LEVEL: Honors

GRADE: 9

CREDIT: 1

TYPE: E, AS

PREREQUISITE: *Satisfactory completion of MYP French I*

The course includes, but is not limited to an expansion of vocabulary and conversational skills through discussions based on selected readings. Student acquisition of grammatical skills will be strengthened by analyzing reading selections. Contemporary vocabulary will stress activities, which are important to the everyday life of French-speaking people.

FRENCH III IB MIDDLE YEARS

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: E, AS

SPECIAL NOTE: Required for entrance to the International Baccalaureate program. **PREREQUISITE:** *MYP French II or Equivalent* The course expands the skills previously acquired by the student. The content includes, but is not limited to more advanced language structures and idiomatic expressions with emphasis on conversational skills. There will be additional growth in vocabulary for practical purposes including writing. Reading selections will be varied

FRENCH IV - LANGUAGE B INTERNATIONAL BACCALAUREATE

LEVEL: Advanced Placement - IB Standard Level

GRADE: 11-12

CREDIT: 1

TYPE: E, AS

SPECIAL NOTE: Required for the International Baccalaureate program. **PREREQUISITE:** *MYP French III* The course expands the skills previously acquired by the student and prepares the student to take the International Baccalaureate Examination at the standard level. The content includes, but is not limited to, developing oral fluency in the language, comprehending difficult authentic text and being able to comment on meaning and content through oral and written means, and developing aural comprehension of a high standard.

FRENCH V - LANGUAGE B INTERNATIONAL BACCALAUREATE

LEVEL: Advanced Placement IB Higher Level

GRADE: 11-12

CREDIT: 1

TYPE: E, AS

SPECIAL NOTE: Required for the International Baccalaureate program. **PREREQUISITE:** *French III with teacher recommendation; International Baccalaureate* The course expands the skills previously acquired by the student and prepares students to take the International Baccalaureate Examination at the standard level. The content includes, but is not limited to, developing oral fluency and comprehension in French, comprehending authentic works of literature drawn from several periods, and being able to discuss and to write about them with fluency and accuracy.

SPANISH I IB MIDDLE YEARS

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: E, AS

SPECIAL NOTE: Recommended for entrance to the International Baccalaureate program. This course precludes taking Spanish I for credit. The course introduces students to the target language and its culture and develops communicative skills and cross-cultural understanding. The content includes, but is not limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing skills is also included as well as the fundamentals of grammar and culture.

SPANISH II IB MIDDLE YEARS

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: E, AS

SPECIAL NOTE: This course is not intended for the native speaker. **PREREQUISITE:** *Successful completion of Spanish I MYP as evidenced by a grade of C or higher and/or demonstrated proficiency on a Placement Exam, plus prior Spanish teacher's recommendation.* The course requires the student to master and expand the skills previously acquired. The content includes, but is not limited to, an expansion of vocabulary and conversational skills through discussions based on selected readings. Student acquisition of grammatical skills will be strengthened by analyzing reading selections. Contemporary vocabulary will stress activities which are important to the everyday life of Spanish-speaking people

SPANISH III - Language B IB MIDDLE YEARS

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: E, AS

SPECIAL NOTE: Required for entrance to the International Baccalaureate program. **PREREQUISITE:** *Spanish II MYP* The course expands the skills previously acquired by the student. The content includes, but is not limited to more advanced language structures and idiomatic expressions with emphasis on conversational skills. There will be additional growth in vocabulary for practical purposes including writing. Reading selections will be varied.

SPANISH IV - LANGUAGE B INTERNATIONAL BACCALAUREATE

LEVEL: Advanced Placement - IB Standard Level

GRADE: 11-12

CREDIT: 1

TYPE: E, AS

SPECIAL NOTE: Required for the International Baccalaureate program. **PREREQUISITE:** *Spanish III MYP or equivalent* The course expands these skills previously acquired by the student and prepares the student to take the International Baccalaureate Examination at the standard level. The content includes, but is not limited to, developing oral fluency in the language, comprehending difficult authentic text and being able to comment on meaning and content through oral and written means, and developing aural comprehension of a high



INTRODUCTION TO LEADERSHIP* DEVELOPMENT (LD-1) (JROTC)

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: E

PREREQUISITE: U.S. Army Regulation 145-2

This Army Jr. ROTC course provides ongoing instruction in leadership theory, drill and ceremonies, hygiene and first aid, introduction to maps and map reading, techniques of oral communication, marksmanship and safety, introduction to LD2 and physical readiness. This course includes a laboratory component.

INTRODUCTION TO LEADERSHIP* DEVELOPMENT (LD-2) (JROTC)

LEVEL: Regular
GRADE: 10-12
CREDIT: 1
TYPE: E

PREREQUISITE: Successful completion of LD-1

This Army Jr. ROTC course provides ongoing instruction in intermediate leadership, drill and ceremonies, intermediate first aid, intermediate map reading, intermediate techniques of oral communication, intermediate marksmanship and safety, the U.S. Army, people, places, and times, service/ROTC and physical readiness. This course includes a laboratory component.

APPLIED LEADERSHIP DEVELOPMENT* (LD-3) (JROTC)

LEVEL: Honor
GRADE: 11-12
CREDIT: 1
TYPE: E

PREREQUISITE: Successful completion of LD-2

This Army Jr. ROTC course provides ongoing instruction in applied leadership, drill and ceremonies, applied map reading/ land navigation, applied techniques of oral communication, marksmanship and safety, service/ROTC opportunities, the role of the Army, selected optional subjects, and physical readiness. This course includes a laboratory component.

APPLIED LEADERSHIP DEVELOPMENT* (LD-4) (JROTC)

LEVEL: Honors
GRADE: 12
CREDIT: 1
TYPE: E

PREREQUISITE: Successful completion of LD-3

This Army Jr. ROTC course provides ongoing instruction in advanced leadership techniques, drill and ceremonies, advanced communication, staff functions and procedures, selected optional subjects, and physical readiness. This course includes a laboratory component.

* Participation in drills after school hours required.

MUSIC DEPARTMENT

BAND I

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: E, PF

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.

BAND II

LEVEL: Regular
GRADE: 9-12
CREDIT: 1
TYPE: E, PF

SPECIAL NOTE: This is a performance oriented course and may require extra rehearsals and performances as announced by the teacher. Practice outside of class expected. Private lessons encouraged.

PREREQUISITE: Demonstrated proficiency and teacher recommendation The purpose of this course is to enable students to develop fundamental technical skills on wind and percussion instruments. Emphasis will be placed on the development of skills in interpretation of notation and expressive performance markings, individual and ensemble performance techniques, critical listening skills and aesthetic values. The content should include, but not be limited to, the following: characteristic tone production; music literacy, music theory; individual and ensemble techniques; performance styles; technical proficiency related to individual and ensemble performance; elements of form; improvisation, composition and arranging techniques; performance evaluation; instrument care and maintenance; responsible participation in music activities; relationship between music and other aspects of life and connections between music and other subject areas.

BAND III

LEVEL: Regular

GRADE: 9-12

CREDIT: 1

TYPE: E, PF

SPECIAL NOTE: This is a performance oriented course and may require extra rehearsals and performances as announced by the teacher. Practice outside of class expected. Private lessons encouraged.
PREREQUISITE: Demonstrated proficiency and teacher recommendation The purpose of this course is to enable students to develop consistent technical skills on wind and percussion instruments. Emphasis will be placed on the development of intermediate level skills in interpretation of notation and expressive performance markings, individual and ensemble performance techniques, critical listening skills and aesthetic values. The content should include, but not be limited to, the following: characteristic tone production; music literacy, music theory; individual and ensemble techniques; performance styles; technical proficiency related to individual and ensemble performance; elements of form; improvisation, composition and arranging techniques; performance evaluation; instrument care and maintenance; responsible participation in music activities; relationship between music and other aspects of life and connections between music and other subject areas.

BAND IV

LEVEL: Honors

GRADE: 10-12

CREDIT: 1

TYPE: E, PF

SPECIAL NOTE: This is a performance oriented course and may require extra rehearsals and performances as announced by the teacher. Practice outside of class expected. Private lessons encouraged.
PREREQUISITE: Demonstrated proficiency and teacher recommendation The purpose of this course is to enable students to develop consistent technical skills on wind and percussion instruments. Emphasis will be placed on the development of intermediate level skills in interpretation of notation and expressive performance markings, individual and ensemble performance techniques, critical listening skills and aesthetic values. The content should include, but not be limited to, the following: characteristic tone production; music literacy, music theory; individual and ensemble techniques; performance styles; technical proficiency related to individual and ensemble performance; elements of form; improvisation, composition and arranging techniques; performance evaluation; instrument care and maintenance; responsible participation in music activities; relationship between music and other aspects of life and connections between music and other subject areas.

BAND V

LEVEL: Honors

GRADE: 11-12

CREDIT: 1

TYPE: E, PF

SPECIAL NOTE: This is a performance oriented course and may require extra rehearsals and performances as announced by the teacher. Practice outside of class expected. Private lessons encouraged.
PREREQUISITE: Demonstrated proficiency and teacher recommendation The purpose of this course is to enable students to develop advanced technical skills on wind and percussion instruments. Emphasis will be placed on the development of in-depth skills in interpretation of notation and expressive performance markings, individual and ensemble performance techniques, critical listening skills and aesthetic values. The content should include, but not be limited to, the following: characteristic tone production; music literacy, music theory; individual and ensemble techniques; performance styles; technical proficiency related to individual and ensemble performance; elements of form; improvisation, composition and arranging techniques; performance evaluation; instrument care and maintenance; responsible participation in music activities; relationship between music and other aspects of life and connections between music and other subject areas.

BAND VI

LEVEL: Honors

GRADE: 11-12

CREDIT: 1

TYPE: E, PF

SPECIAL NOTE: This is a performance oriented course and may require extra rehearsals and performances as announced by the teacher. Practice outside of class expected. Private lessons encouraged.
PREREQUISITE: Demonstrated proficiency and teacher recommendation The purpose of this course is to enable students to develop advanced technical skills on wind and percussion instruments. Emphasis will be placed on the development of in-depth skills in interpretation of notation and expressive performance markings, individual and ensemble performance techniques, critical listening skills and aesthetic values. The content should include, but not be limited to, the following: characteristic tone production; music literacy, music theory; individual and ensemble techniques; performance styles; technical proficiency related to individual and ensemble performance; elements of form; improvisation, composition and arranging techniques; performance evaluation; instrument care and maintenance; responsible participation in music activities; relationship between music and other aspects of life and connections between music and other subject areas.

MUSIC III -INTERNATIONAL BACCALAUREATE

LEVEL: Advanced Placement

GRADE: 11

CREDIT: 1

TYPE: E, PF

SPECIAL NOTE: This course is only offered to schools with the International Baccalaureate program. Laboratory activities will include keyboard instruction and instruction in a preferred applied medium using solo and ensemble experience. Performances may be used to fulfill the CASS requirement as specified by the International Baccalaureate program.

The purpose of this course is to develop the International Baccalaureate student's awareness of the techniques of listening, analysis, performing and composing through the use of the keyboard and applied instrument or voice medium.

MUSIC IV - INTERNATIONAL BACCALAUREATE

LEVEL: Advanced Placement

GRADE: 11

CREDIT: 1

TYPE: E, PF

Will meet graduation requirement for Performing Fine Arts. Special Note. This course is only offered to schools with the International Baccalaureate program. Laboratory activities will include keyboard instruction and instruction in a preferred applied medium using solo and ensemble experience. Performances may be used to fulfill the CASS requirement as specified by the International Baccalaureate program.

Curriculum for this course will be covered during the student's performing ensemble class as well as during lunches and after school. Major concepts/content. The purpose of this course is to develop the International Baccalaureate student's mastery of the techniques of listening, analysis, performing and composing through the use of the keyboard, computer-assisted writing, and student-preferred instrument or voice medium. The content should include, but not be limited to, historical perspectives of western and non-western music, study of music through the analysis and performance, and individual music performance skill development.

JAZZ ENSEMBLE I-III

LEVEL: Regular

GRADE: 9-12

CREDIT: 1

TYPE: E, PF

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.

JAZZ ENSEMBLE IV

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: E, PF

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.

EURHYTHMICS I

LEVEL: Regular

GRADE: 9-12

CREDIT: 1

TYPE: E, PF

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 II

LEVEL: Regular

GRADE: 9-12

CREDIT: 1

TYPE: E, PF

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. 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.

INSTRUMENTAL ENSEMBLE IV HONORS

LEVEL: Honors

GRADE: 9-12

CREDIT: 1

TYPE: E, PF

Students with extensive instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. 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.

PHYSICAL EDUCATION

HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION (HOPE)

LEVEL: Regular
GRADE: 9-12
Credit: 1.0
TYPE: E, AS

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. This course provides students with opportunities to develop an individual level of physical fitness, acquire knowledge of physical fitness concepts, and acquire knowledge of the significance of lifestyle on one's health and fitness. Content includes, but is not limited to, knowledge of the importance of physical fitness, assessment of the health-related components of physical fitness, health problems associated with inadequate fitness levels, application of biomechanical and physiological principles to improve and maintain the health-related components of physical fitness, safety practices associated with physical, psychological values of physical fitness including stress management, sound nutritional practices related to physical fitness, and consumer issues related to physical fitness.

PERSONAL FITNESS - IB MIDDLE YEARS

LEVEL: Regular
GRADE: 10
CREDIT: 1/2
TYPE: E, AS

PREREQUISITE: *Be a member of the IBMYP* This course provides students with opportunities to develop an individual level of physical fitness, acquire knowledge of physical fitness concepts and acquire knowledge of the significance of lifestyle on one's health and fitness.

AEROBICS I

LEVEL: Regular
GRADE: 9-12
CREDIT: 1/2
TYPE: E, AS

SPECIAL NOTE: *This course is not available in the summer school program.* **PREREQUISITE:** *None.* This course provides students with opportunities to develop an individual level of health-related fitness, acquires knowledge of fitness concepts, and acquires knowledge of the significance of health related fitness on one's health. Content includes, but is not limited to, knowledge of the importance of health-related fitness, knowledge of health problems associated with inadequate fitness levels, the cardiovascular, respiratory and muscular skeletal systems, and the application of biomechanical and physiological principles to improve and maintain health related fitness, psychological values of fitness including stress management, knowledge of consumer issues, and safety practices related to aerobic activities.

AEROBICS II

LEVEL: Regular
GRADE: 9-12
CREDIT: 1/2
TYPE: E, AS

SPECIAL NOTE: This course is not available in the summer school program. **PREREQUISITE:** *Successful completion of Beginning Aerobics* Course explanation same as Beginning Aerobics, just a little more advanced.

TEAM SPORTS I

LEVEL: Regular
GRADE: 9-12
CREDIT: 1/2
TYPE: E, AS

SPECIAL NOTE: Schools will select the specific activities for this course from the district approved list. This is not an interscholastic extracurricular activity.

PREREQUISITE: *None.* This course provides students with opportunities to acquire knowledge of strategies of team sports play and develop skills in selected team sports, to maintain and/or improve their health-related fitness. Content includes, but is not limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports. Team sports selected may include, but not be limited to, flag football, field hockey, flicker ball, soccer, speedball, track and field, and volleyball. **ACTIVITIES SELECTED IN TEAM SPORTS I CANNOT BE REPEATED IN TEAM SPORTS II.** Strategies of team sports play, skill acquisition, maintenance and/or improvement of health-related fitness should be stressed.

TEAM SPORTS II

LEVEL: Regular
GRADE: 9-12
CREDIT: 1/2
TYPE: E, AS

SPECIAL NOTE: Schools will select the specific activities for this course from the district approved list. This is not an interscholastic extracurricular activity.

PREREQUISITE: *None.* This course provides students with opportunities to acquire knowledge of strategies of team sports play and develop skills in selected team sports, to maintain and/or improve their health-related fitness. Content includes, but is not limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports. Team sports selected may include, but not be limited to, basketball, gatorball, softball, team handball, and ultimate Frisbee. **ACTIVITIES SELECTED IN TEAM SPORTS II WILL NOT HAVE BEEN INCLUDED IN TEAM SPORTS I.** Strategies of team sports play, skill acquisition, maintenance and/or improvement of health-related fitness should be stressed.

WEIGHT TRAINING I

LEVEL: Regular
GRADE: 9-12
CREDIT: 1/2
TYPE: E, AS

Beginning weight training will introduce students to the basic concepts of weight training as a mean to build and shape muscle, and improve health and vitality. This course will provide a suggested routine which will be a total body workout of aerobic endurance, cardiovascular fitness, strength building, muscle endurance, and flexibility. Students will expand their knowledge of the major muscle groups along with ways to strengthen their bodies. The average student will look and feel better through this course which will serve as a foundation for those who want to go further with weight training.

WEIGHT TRAINING II

LEVEL: Regular

GRADE: 9-12

CREDIT: ½

TYPE: E, AS

The purpose of this course is to have students expand upon their knowledge of weight training and to gain strength in all aspects. The student will have a routine which will work their entire body including their cardiovascular system and major muscle groups. The Students will also be tested on their knowledge of the concepts involved with lifting along with their physical gains. The student will be expected to make gains in cardiovascular endurance, muscle strength, and muscle endurance.

WEIGHT TRAINING III

LEVEL: Regular

GRADE: 9-12

CREDIT: ½

TYPE: E, AS

PREREQUISITE: Varsity Sport of Teacher's signature.

Advanced weight training will provide an environment where students can become bigger, faster, and stronger through various different lifts, focusing mainly on the major muscle group. Students will be tested and charted on technique and progress as the course progresses. Students will be required to understand the major muscle groups and the lifts that strengthen them, along with the knowledge of how to demonstrate and teach the lift to others.

BASKETBALL

LEVEL: Regular

GRADE: 9-12

CREDIT: 1/2

TYPE: E, AS

The purpose of this course is to develop and enhance the skills as it relates to basketball and the influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach.

FITNESS LIFE STYLE DESIGN

LEVEL: Regular

GRADE: 9-12

CREDIT: 1/2

TYPE: E, AS

The purpose of this course is to develop and enhance the skills as it relates to fitness, lifestyle and design and the influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach.

SOCCER

LEVEL: Regular

GRADE: 9-12

CREDIT: 1/2

TYPE: E, AS

The purpose of this course is to develop and enhance the skills as it relates to soccer and the influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach.

VOLLEYBALL

LEVEL: Regular

GRADE: 9-12

CREDIT: 1/2

TYPE: E, AS

The purpose of this course is to develop and enhance the skills as it relates to volleyball and the influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach.

SPORTS, RECREATION, AND ENTERTAINMENT

SPORT, RECREATION, AND ENTERTAINMENT ESSENTIALS Level I

LEVEL: Regular
GRADE: 9 -12
CREDIT: 1
TYPE: E, PA, V

Prerequisite: None. Marketing Essentials blends theory and practice to facilitate immediate implementation and impact. Students will learn to develop strategic marketing with sales and customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability and success. Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring the MOS Industry Certification upon completion of the program.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

SPORTS, RECREATION, AND ENTERTAINMENT MARKETING MANAGEMENT LEVEL II

LEVEL: Regular
GRADE: 9 -12
CREDIT: 1
TYPE: E, PA, V

Prerequisite: Marketing Essentials. The purpose of this course is to develop the competencies essential to sport, recreation, and entertainment marketing. These competencies include employability, human relations, communication, math, and economic skills. The fundamentals of sport, recreation, and entertainment marketing and selling are also included. There is not an occupational completion point after the completion of this course. Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring the MOS Industry Certification upon completion of the program.

SPORT, RECREATION, AND ENTERTAINMENT APPLICATIONS Level III

LEVEL: Regular
GRADE: 9 -12
CREDIT: 1
TYPE: E, PA, V

Prerequisite: Sports Recreation and Entertainment 2. Marketing Applications focuses on the functional implementation of strategic marketing within a variety of industries. Students will develop the critical thinking skills necessary for understanding the roles of marketing within a given organization; students will learn and apply the primary concepts of strategic marketing (e.g.: distribution, financing, product/service planning, marketing-information management, pricing and promotion applications, purchasing, safety and risk management, and selling). Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring the MOS Industry Certification upon completion of the program.

DIGITAL DESIGN

DIGITAL DESIGN I

LEVEL: Regular
GRADE: 9 -12
CREDIT: 1
TYPE: E, PA, V

Prerequisite: None. This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151. Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring the MOS, Adobe Industry Certification upon completion of the program.

DIGITAL DESIGN II

LEVEL: Regular
GRADE: 9 -12
CREDIT: 1
TYPE: E, PA, V

Prerequisite: Digital Information Technology. This course introduces students to the essential concepts, components, terminology, and knowledge about digital media, software applications, and delivery systems. . Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring the MOS, Adobe Industry Certification upon completion of the program.

LEVEL: Regular

GRADE: 9 -12

CREDIT: 1

TYPE: E, PA, V

Prerequisite: Digital Media Fundamentals. This course introduces students to the digital video and audio authoring environments, equipment, and software applications. Content includes management aspects of creating, saving, and distributing digital assets. . Emphasis is obtaining the Bright Futures gold standard career pathway scholarship and acquiring the MOS, Adobe Industry Certification upon completion of the program.

INTERNATIONAL BACCALAUREATE PROGRAM

PROGRAM DESCRIPTION

The International Baccalaureate (IB) Program provides highly motivated college-bound students the opportunity to participate in a rigorous liberal arts curriculum. The IB is a four-year course of study with two phases: the Middle Years Program (Grades 9 and 10) and the Diploma or Career-related Programs (Grades 11 and 12).

THE INTERNATIONAL BACCALAUREATE STUDENT

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Through the IB Learner Profile, IB students combines intellectual potential with motivation and a love of learning.

IB learners strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development

ADMISSION CRITERIA

- 3.0 GPA

International Baccalaureate Middle Years Program, Grades 9 and 10

1. Language and Literature (English)
2. Mathematics (Algebra I, Geometry, Algebra II, AP Statistics, Math Analysis, AP Calculus AB)
3. Sciences (Biology, Chemistry, Physics)

4. Individuals and Societies (Social Studies, Humanities)
5. Language Acquisition (Spanish or French)
6. Arts (Art, Speech, Music)
7. Physical and Health Education (Pilates, Yoga)
8. Design
9. Service as Action
10. Personal Project

MYP DESIGN, LENGTH: 1 YEAR, GRADE 9, CREDIT: 1

This course is designed to expand skills, previously acquired through implementation of Approaches to Learning, data collection, argument, research and to teach students how to coordinate the written paper, research process, reflection and oral presentation. The course makes use of the MYP Design Cycle. The course is required freshman year.

International Baccalaureate Diploma Program, Grades 11 and 12

Three courses taken at a higher-level [2 years], 3 courses taken at a standard level [1-2 years]. IB exams are required for all courses.

1. Studies in Language and Literature (English)
2. Language Acquisition (French or Spanish)
3. Individuals and Societies (History)
4. Sciences (Biology, Chemistry, Physics)
5. Mathematics (Trigonometry, Pre-Calculus, Calculus AB, Calculus BC)
6. Sixth Area Subject
7. Theory of Knowledge
8. Creativity, Activity, Service
9. Extended Essay
 - Develop the motivation and responsibility to pursue a rigorous liberal arts curriculum.
 - Apply theoretical knowledge to practical and experimental situations.
 - Be prepared to meet the demands of today’s society and contribute to the world of the future.

IB THEORY OF KNOWLEDGE LENGTH: 1 Year GRADES: 11, 12 CREDIT: 1

This class will examine the nature of scientific, religious, and aesthetic knowledge from a philosophical, psychological, sociological and historical perspective. Students will consider issues such as the relationship between art and science, the nature of scientific proofs, and how social scientists construct scientific knowledge.

IB CAREER-RELATED CERTIFICATE

Program Description

The IBCP incorporates the educational principles, vision and learner profile of the International Baccalaureate into a unique offering that specifically addresses the needs of students who wish to engage in career-related education. The IBCP encourages these students to benefit from elements of an IB education, through a selection of two or more Diploma Program courses in addition to a unique IBCP core comprised of the Personal and Professional Skills course, language development, a reflective project and service learning. The IBCP is designed to provide a “value added” qualification to schools that already offer the IB Diploma Program and are also delivering career-related courses to their students.

Personal and Professional Skills (PPS) Course

This course is designed to introduce students to real world skills. At the heart of the PPS model is the learner who develops skills with an emphasis on thinking critically, ethically and communicating effectively to better make sense of the world in which they live.

Service Learning

This element of the IBCP core is based on the principle of service learning, which uses community service as a vehicle for new learning that has academic value. The service learning model in the IBCP emphasizes knowledge development, civic development, social development and personal development.

Language Development

Language development ensures that all students have access to, and are exposed to, a second language that will assist and further their understanding of the wider world. Students are encouraged to extend or begin a second language that suits their needs, background and context.

Reflective Project

- Through a reflective project students identify, analyze critically discuss and evaluate an ethical issue arising from their career-related studies. The project can be submitted in a variety of formats including an essay, web page or short film. This work allows the student to

engage in personal inquiry, action and reflection while developing strong research and communication skills.

GRADE CLASSIFICATION

The following requirements are used to determine grade classification to the next grade level. At the end of the school year, students will be promoted as follows:

- 9th grade students will be promoted to 10th grade;
- 10th grade students will be promoted to 11th grade;
- 11th grade students will be promoted to 12th grade; and
- 12th grade students who do not meet graduation requirements will be retained in 12th grade.

TESTING PROGRAMS

FSA (FLORIDA STANDARDS ASSESSMENT)

The FSA is the statewide test that will assess Florida students' performance on the Common core Standards, which are the state's curriculum guidelines. Students in grade 9 will take reading . Students in grade 10 will take the writing and reading tests.

EOC (END OF COURSE EXAMS)

Beginning with the students entering Grade 9, for the first time in the 2011-2012 school year and thereafter, students must achieve a proficient score on the Algebra 1 End-of-Course (EOC) Assessment or subsequently thereafter meet the comparative score of 97 on the Postsecondary Education Readiness Test (PERT). Students who enroll in Algebra 1 in the 2013-2014 school year and thereafter, must pass the Algebra 1 course and take the Algebra 1 EOC Assessment, which will count as 30 percent of the student's final course grade. Algebra 1 credit is not reliant upon earning a proficient score on the Algebra 1 EOC Assessment.

Beginning with the 2011-2012 school year, all students enrolled in geometry must take the Geometry EOC Assessment. Students who enroll in Geometry in the 2013-2014 school year and thereafter, must pass the geometry course and take the Geometry EOC Assessment, which will count as 30 percent of the student's final course grade.

Beginning with the 2013-2014 school year, a student taking Algebra 2 must take the statewide Algebra 2 EOC Assessment, and that score will count as 30 percent of the student's final course grade.

Beginning with the 2011-2012 school year, all students enrolled in Biology 1 must take the Biology 1 EOC Assessment. Students who enter Grade 9 and enroll in Biology 1 in the 2013-2014 school year or thereafter, must take the Biology 1 EOC Assessment, which will count as 30 percent of the final course grade.

Starting in 2013, US History EOC Assessment results count 30 percent of the final course grade.

PSAT/NMSQT (PRELIMINARY SCHOLASTIC APTITUDE TEST)

The PSAT is a test that may be taken by students in their Sophomore and Junior year. High scores during the Junior year may qualify for National Merit Scholarships. Fee and registration information may be obtained at the Guidance Department or college bound coach.

SAT (SCHOLASTIC APTITUDE TEST)

The SAT is a college-screening test made up of two separate timed verbal and mathematical sections and a writing exam. The verbal section includes antonyms, analogies, sentence completions, and questions based on reading passages. Mathematics includes algebra, reasoning, and geometry. Fee and registration information may be obtained at the guidance department. Completion with satisfactory scores is required of students before admission to college. Students are able to register for the SAT via the web at www.collegeboard.org.

ACT (AMERICAN COLLEGE TESTING)

The ACT is a four-part test used primarily for college screening. The four parts include English, Math, Reading, and Science Reasoning. Fee and registration information may be obtained at the Guidance Department or college bound coach. Completion with satisfactory scores is required for college entry. Students are able to register for the ACT via the web at www.actstudent.org.

P.E.R.T (POSTSECONDAR EDUCATION READINESS TEST)

The Postsecondary Education Readiness Test (P.E.R.T.) is Florida's customized common placement test. The purpose of the P.E.R.T. is to determine accurate course placement based on the student's skills and abilities. The P.E.R.T. is aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. The P.E.R.T. assessment system includes Placement and Diagnostic tests in mathematics, reading and writing. The P.E.R.T. placement is administered to students in public high schools and Florida College System institutions to determine readiness for Intermediate Algebra, MAT 1033, and Freshman Composition I, ENC

1101. The P.E.R.T. assessment is a computer adaptive test (C.A.T.) with 25 operational items that will be the basis of the student's placement score and five (5) field test items which are designed to continuously enhance the operational test bank.

GRADUATION REQUIREMENTS

Graduation Requirements 2015-2016

	Year of Entry into 9 th Grade:		
	2011-2012	2012-2013	2013-2014, 2014-2015, 2015-2016
Grade Point Average (GPA)	2.0	2.0	2.0
Community Service ⁸	20 hours	20 hours	20 hours
24 Credits of Required Courses	1 course must be completed through online learning	1 course must be completed through online learning	1 course must be completed through online learning
Language Arts	English 1, 2, 3, and 4	English 1, 2, 3, and 4	English 1, 2, 3, and 4
Mathematics ¹	4 credits (must include Algebra 1 and Geometry) ²	4 credits (must include Algebra 1 and Geometry) ²	4 credits (must include Algebra 1 and Geometry) ²
Science	3 credits (Biology 1 and two additional courses, one of which must be a physical science) ³	3 credits (Biology 1 and two additional courses, one of which must be a physical science) ³	3 credits (Biology 1 and two additional courses, one of which must be a physical science) ³
Social Studies	3 credits (World History, U.S. History, ½ Economics, ½ U.S. Government)	3 credits (World History, U.S. History, ½ Economics, ½ U.S. Government)	3 credits (World History, U.S. History, ½ Economics w/Financial Literacy, ½ U.S. Government)
Fine/Performing Art	1 credit in fine or performing art, speech, debate, or specified CTE course ⁴	1 credit in fine or performing art, speech, debate, or specified CTE course ⁴	1 credit in fine or performing art, speech, debate, or specified CTE course ⁴
Physical Education	1 credit (½ PE and ½ Personal Fitness <u>or</u> 1 credit of HOPE)	1 credit (½ PE and ½ Personal Fitness <u>or</u> 1 credit of HOPE)	1 credit (½ PE and ½ Personal Fitness <u>or</u> 1 credit of HOPE)
Electives ⁵	8 credits	8 credits	8 credits

FCAT 2.0 Florida Standards Assessment	FCAT 2.0 Reading: Level 3 (245 or above) or concordant score (ACT-19; SAT-430)	FCAT 2.0 Reading: Level 3 (245 or above) or concordant score (ACT-19; SAT-430)	Grade 10 English Language Arts Florida Standards Assessment or concordant score (passing scores to be determined)
NGSSS EOC (End-of-Course) Assessments ⁶	Algebra 1: Level 3 (399 or above) or PERT Math: 97 to earn a standard diploma Geometry Biology 1 US History	Algebra 1: Level 3 (399 or above) or PERT Math: 97 to earn a standard diploma Geometry Biology 1 US History	Algebra 1: Level 3 (399 or above) or PERT Math: 97 to earn a standard diploma Geometry Biology 1 US History
	OR	OR	OR
FSA EOC (End-of-Course) Assessments ⁶	Algebra 1 (Proficient score TBD) Geometry Algebra 2	Algebra 1 (Proficient score TBD) Geometry Algebra 2	Algebra 1 (Proficient score TBD) Geometry Algebra 2
FAA ⁹ (Florida Alternate Assessment)	n/a	n/a	2013-2014: n/a 2014-2015: 4 or above 2015-2016: 4 or above

(Continued)

Diploma Designations	
Year of Entry into 9 th grade:	
2011-2012, 2012-2013, 2013-2014	2014-2015, 2015-2016
<p>Scholar Designation In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> Earn 1 credit in each of the following courses: <ul style="list-style-type: none"> Algebra 2 statistics or equally rigorous mathematics course⁷ chemistry or physics a course equally rigorous to chemistry or physics an AP, IB, AICE, or a dual enrollment course Earn 2 credits in the same world language Earn a proficient EOC score for the following subjects: <ul style="list-style-type: none"> Biology 1* U.S. History* <p>*A student is exempt from the Biology 1 or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student takes the respective AP, IB, or AICE assessment AND earns the minimum score to earn college credit.</p>	<p>Scholar Designation In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> Earn 1 credit in each of the following courses: <ul style="list-style-type: none"> Algebra 2 statistics or equally rigorous mathematics course⁷ chemistry or physics a course equally rigorous to chemistry or physics an AP, IB, AICE, or a dual enrollment course Earn 2 credits in the same world language Earn a proficient EOC score for the following subjects: <ul style="list-style-type: none"> Geometry Algebra 2 Biology 1* U.S. History* <p>*A student is exempt from the Biology 1 or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student takes the respective AP, IB, or AICE assessment AND earns the minimum score to earn college credit.</p>
<p>Merit Designation Meet the standard high school diploma requirements</p> <ul style="list-style-type: none"> Attain one or more industry certifications from the established list (per s. 1003.492, F.S.) 	<p>Merit Designation Meet the standard high school diploma requirements</p> <ul style="list-style-type: none"> Attain one or more industry certifications from the established list (per s. 1003.492, F.S.)

18 Credit ACCEL Diploma
<p>Minimum 18 credits in the following:</p> <ul style="list-style-type: none"> 4 English Language Arts 4 mathematics (must include Algebra 1 and Geometry) 3 science (must include Biology 1 and a physical science) 3 social studies (World History, U.S. History, ½ Economics¹⁰, ½ U.S. Government) 1 fine or performing art, speech, debate, or approved practical art 3 electives <p>Additional Requirements:</p> <ul style="list-style-type: none"> 2.0 GPA 20 hours volunteer community service Grade 10 ELA Assessment and Algebra 1 EOC

¹ Higher-level coursework (Algebra 2 and above) is recommended for admission to a public Florida university.

² Designated Industry Certification courses may substitute for up to 2 mathematics credits, not including Algebra 1 and Geometry.

³ Designated Industry Certification courses or identified rigorous computer science courses may substitute for up to 1 science credit.

⁴ Career/Technical Education; eligible courses specified in Course Code Directory (<http://www.fldoe.org/policy/articulation/cod>).

⁵ A minimum of two years of the same world language are required for admission to a four-year university.

⁶ All EOCs will be calculated as 30% of the final course grade.

⁷ Mathematics courses that fulfill the equally rigorous credit requirement for statistics are defined as Level 3 or college, credit-bearing courses beyond Algebra 2.

⁸ May be waived for students with disabilities as determined by IEP Team.

⁹ For students with significant cognitive disabilities as determined by IEP Team.

¹⁰ Economics with Financial Literacy for students who entered ninth grade in 2013-2014 and beyond.

➤ Please see the school counselor for graduation requirements if your 9th grade year of entry is prior to 2011-2012.

All requirements in this document are subject to legislative changes.

Updated 7/29/15

GRADES/SCHEDULES

GRADING SCALE Nine-weeks Grades: Letter grades for each nine weeks are assigned as follows:

A -100-90 D -69-60 B -89-80 F -59-0 C -79-70 I -Incomplete

Semester Grades: the letter grade for each semester is obtained by averaging the two nine-weeks grades and the final exam grade using the following point values for each letter:

GRADE	IB/AP	MYP/HONORS	REGULAR
A	6.00	4.50	4.00
B	4.50	3.375	3.00
C	3.00	2.25	2.00
D	1.50	1.125	1.00

CHANGING COURSES ONCE YOU HAVE REGISTERED

We expect students, after discussion with their parents and counselors, to choose their courses with care. However, if you find that you need to change a course or two, it can be done prior to the start of the school year.

However, **after August**, changes may be made only through the SCHEDULE CHANGE PROCESS. By that time, schedules have been printed and your courses have been locked in. Any change at that time **MUST** meet the criteria below.

CRITERIA FOR CONSIDERING A SCHEDULE CHANGE

1. Computer errors due to miscoding, dropping of a section, or have taken the course.
2. Student has failed to meet the prerequisite for the next level.
3. A level change (up or down) **MUST HAVE TEACHER'S AND PARENT'S SIGNATURE ON SCHEDULE CHANGE REQUEST FORM.**
4. Written teacher requests for changes relating to special courses (band, chorus, etc.). **MUST** have appropriate teacher's signature.
5. Senior needing a course for graduation.
6. Administrative change. **MUST** have administrator's signature.

SCHOLARSHIP/UNIVERSITY INFORMATION

BRIGHT FUTURES SCHOLARSHIP

Types of Scholarships

- Academic Scholars
- Medallion Scholars
- Gold Seal Vocational

Values of Scholarships

All students will receive the specified (cost per credit hour) award amounts established by the Florida Legislature. Award amounts will be available in summer **following the student's graduation** after the legislative session. For current year award amounts visit:

www.FloridaStudentFinancialAid.org/SSFAD/bf/awardamt.htm

Application and Renewal

- Students must apply during their last year in high school (after December 1 and prior to graduation) or forfeit all future eligibility for a Bright Futures Scholarship.
- Maintain required college GPA and renew annually

Eligibility

- You can find requirements for your graduation year at www.floridastudentfinancialaid.org including a list of courses and their eligibility for bright futures- "comprehensive course table."
- Plan ahead to meet academic, community service, and test score requirements.

- Review your academic progress toward meeting Florida Bright Futures Scholarship Program initial eligibility requirements each semester at www.floridashines.org
- Be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the student's postsecondary institution.
- Earn a standard Florida high school diploma or its equivalent.
- Be accepted by and enroll in an eligible Florida public or independent postsecondary education institution within 3 years of high school graduation. If a student enlists directly into the military after graduation, the three-year period begins on the date the student is separated from active duty.
- Not have been found guilty of, or plead nolo contendere to, a felony charge

REQUIREMENTS FOR ADMISSION TO THE STATE UNIVERSITY SYSTEM

Florida Department of Education

A State University System freshman applicant normally must have the following:

1. A high school diploma.
2. Test scores from the SAT or ACT.
3. A "B" average (3.0 on a 4.0 scale) in the following required academic subjects (additional weights will be assigned to grades in Honors and/or Advanced Placement courses).
 - Four credits in English, three of which must have included substantial writing requirements.
 - Three credits in Natural Science, two of which must have included substantial laboratory experiments.
 - Three credits in Mathematics all of which must be at the Algebra I and above levels. **Liberal Arts Math and Consumer Math** is not included.
 - Three credits in Social Science.
 - Two credits in Foreign Language, both of which must be in the same language.
 - Four credits in additional approved electives. (Please note that although the state universities only require 19 credits for admission, the School Board of Palm Beach County requires a total of 24 credits for graduation.)

HIGH SCHOOL COURSE DESCRIPTION REQUIREMENTS Students must complete 19 units of high school work distributed over an approved range of subject areas. Students would complete courses from the list of Academic Core Courses and Approved Electives in order to meet the following course distribution requirements.

FOR MORE INFORMATION GO TO: www.floridashines.org



ATLANTIC HIGH SCHOOL

EAGLES