



# UNIVERSITY HIGH SCHOOL

## ORLANDO FLORIDA



**COURSE CATALOG**  
**20 23-20 24**



# Florida Graduation Requirements

## ENGLISH

4.0 Credits

English 1  
English 2  
English 3  
English 4

\*This can be a variation of  
Standard, Honors, AP, IB and  
Dual Enrollment credits

## MATH

4.0 Credits

\*Algebra 1  
\*Geometry  
1.0 Math Credit  
1.0 Math Credit

\*Alg 1 & Geo are Required  
2.0 Additional Math Courses  
Required

## SCIENCE

3.0 Credits

\*Biology  
1.0 Science Credit  
1.0 Science Credit

\*Bio is Required  
2.0 Additional Science Courses  
Required

## SOCIAL STUDIES

3.0 Credits

\*World History  
\*U.S. History  
\* 0.5 U.S. Govt.  
\* 0.5 Economics

\*All are Required

## PERFORMING ARTS

1.0 Credit

Performing/Practical Arts  
courses are noted with  
credit of PF or PA.

OR

2 years MC JROTC Waiver

## H.O.P.E

1.0 Credit

Health Opportunities  
through Physical Education  
Course Required

OR

2 years MC JROTC Waiver

## GENERAL ELECTIVES

8.0 Credits

All additional courses not used for other require-  
ments will reflect as elective credits

World Language is NOT a graduation requirement.  
But is STRONGLY RECCOMENEDED due to Bright  
Future and College acceptance requirements.

## TESTING REQUIREMENTS

Students are required to PASS the ALGEBRA 1 EOC and the 10<sup>th</sup> Grade F.A.S.T. English Assessment.

Concordant score options listed below.

Required EOC's for 30% of final grade (Do not have to "pass")

Geometry, U.S. History, and Biology

Florida Civic Literacy Examination

Grade 10 FAST ELA Reading <sup>1</sup> , Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading	
Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond:	
SAT Evidence-Based Reading and Writing (EBRW) <sup>2</sup>	480
ACT English and Reading subtests <sup>3</sup>	18
Available <i>only</i> for students who entered grade 9 prior to 2019–20:	
SAT EBRW <sup>2</sup>	430
SAT Reading Subtest <sup>4</sup>	24
ACT Reading	19
Algebra 1 EOC (B.E.S.T. <sup>1</sup> , FSA, NGSSS)	
Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond:	
PSAT/NMSQT Math <sup>2</sup>	430
SAT Math <sup>3</sup>	420
ACT Math	16
FSA or B.E.S.T. Geometry EOC <sup>4</sup>	499
Available <i>only</i> for students who entered grade 9 prior to 2019–20:	
PERT Mathematics	97

Revised August 2022

# FFAA/BRIGHT FUTURES

Florida high school students who wish to qualify for the Florida Academic Scholars (FAS) award or the Florida Medallion Scholars (FMS) award must meet the following initial eligibility requirements:

- Graduate high school from a Florida public high school with a standard Florida high school diploma (high school graduation requirements)
- Complete the required high school coursework;
- Achieve the required minimum high school grade point average (GPA);
- Achieve the required minimum score on either the ACT® or SAT® college entrance exam by June 30 of high school graduation year;
- Complete the required number of volunteer service or 100 paid work hours; and
- Submit an FFAA no later than August 31 after high school graduation.

Type	16 High School Course Credits <sup>1</sup>	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT®/SAT®)	Volunteer Service*	Paid Work Hours*
<b>FAS</b>	4 - English <i>(three must include substantial writing)</i> 4 - Mathematics <i>(at or above the Algebra I level)</i> 3 - Natural Science <i>(two must have substantial laboratory)</i>	3.50	2022-23 Graduates: 29/1330  2023-24 Graduates: 29/1340	100 hours	100 hours
<b>FMS</b>	3 - Social Science  2 - World Language <i>(sequential, in same language)</i>	3.00	2022-23 Graduates: 25/1210  2023-24 Graduates: 25/1210	75 hours	100 hours

\*Student must earn either the required volunteer service OR paid work hours, but not a combination of both.

<sup>1</sup> The required coursework aligns with the State University System admission requirements found in Florida Board of Governor's Regulation 6.002. Additional information regarding high school coursework can be found within the [Florida Counseling for Future Education Handbook](#).

## Other ways to qualify:

Students who have demonstrated academic merit through a recognition program may be eligible for Bright Futures without having to meet one or more of the requirements. Note: Both AICE and IB Diplomas must be earned prior to high school graduation. Confirmations may come from AICE and IB as late as September. Please refer to the table below for how to qualify based on one of the merit recognition programs.

Merit Recognition Program	College Entrance Exams by High School Graduation Year (ACT®/SAT®)		Volunteer Service*	Paid Work Hours*	Bright Futures Award
	2022-23	2023-24			
National Merit® Finalists and Scholars			100 hours	100 hours	FAS
			75 hours	100 hours	FMS
National Hispanic Recognition Program			100 hours	100 hours	FAS
			75 hours	100 hours	FMS
Advanced International Certificate of Education (AICE) - Diploma			100 hours	100 hours	FAS
			75 hours	100 hours	FMS
International Baccalaureate (IB) - Diploma			100 hours	100 hours	FAS
			75 hours	100 hours	FMS
AICE - Curriculum	29/1330	29/1340	100 hours	100 hours	FAS
	25/1210	25/1210	75 hours	100 hours	FMS
International Baccalaureate (IB) - Curriculum	29/1330	29/1340	100 hours	100 hours	FAS
	25/1210	25/1210	75 hours	100 hours	FMS

\*Student must earn either the required volunteer service or paid work hours, but not a combination of both.

## Gold Seal Vocational Scholars (GSV)

The Florida Gold Seal Vocational Scholars (GSV) award may be funded if a student is enrolled in a career education or certificate program. Florida high school students who wish to qualify for the GSV award must meet the following initial eligibility requirements:

- Achieve the required weighted minimum 3.0 GPA in the non-elective high school courses;
- Take at least 3 full credits in a single Career and Technical Education program;
- Achieve the required minimum 3.5 unweighted GPA in the career education courses;
- Achieve the required minimum score on the ACT<sup>®</sup>, SAT<sup>®</sup> or Florida Postsecondary Education Readiness Test (P.E.R.T.) exams (see table below); and
- Complete 30 volunteer service OR 100 paid work hours.

College Entrance Exams Exam types cannot be combined; a student must qualify based on each sub-test score for a single exam type. Sub-test scores from different test dates may be used to meet the test requirement.

The ACT<sup>®</sup> /SAT<sup>®</sup> /PERT exams may be taken an unlimited number of times through June 30 of the high school graduation year (or through January 31 for mid-year graduates). Students should request that test scores be sent to one of Florida's 12 state universities when they register for the ACT<sup>®</sup> /SAT<sup>®</sup> so that test scores will be sent to the FDOE repository. PERT scores are reported on student official high school transcript.

Exam Type	Sub-test	Required Score
ACT <sup>®</sup>	Reading	19
	English	17
	Mathematics	19
SAT <sup>®</sup>	Reading Test	24
	Writing and Language Test	25
	Math Test	24
P.E.R.T. (Only applies to the GSV Scholarship)	Reading	106
	Writing	103
	Mathematics	114

Required test scores follow those established by [State Board of Education Rule 6A-10.0315, F.A.C.](#)

## Gold Seal CAPE Scholars (GSC)

The Florida Gold Seal CAPE Scholars award (GSC) may be funded if a student is enrolled in a career education or certificate program. Upon completion of an associate in science degree program that articulates to a Bachelor of Science degree, a GSC Scholar may also receive an award for a maximum of 60 credit hours toward a Bachelor of Science degree program. Upon completion of an associate in applied science program, a GSC Scholar may also receive an award for a maximum of 60 credit hours toward a bachelor of applied science degree program.

Florida high school students who wish to qualify for the GSC award must meet the following initial eligibility requirements:

- Earn a minimum of five postsecondary credit hours through CAPE industry certifications that articulate for college credit; and
- Complete 30 volunteer service OR 100 paid work hours.





In this internationally recognized rigorous liberal arts course of study, students can increase their understanding of language and culture and become more globally engaged. This magnet program offers an extensive study in English language arts, history, liberal arts, mathematics, science, and foreign language while stressing the development of communication and analytical skills.

### **Vision Statement**

To be the top producer of successful students in the nation and empower them to lead with integrity, to open minds, and to transform the world.

### **Mission Statement**

To lead our students to success and to develop international-minded lifelong learners who are collaborative, communicative, and respectful by fostering a safe environment that promotes inquiry through holistic learning.

### **IB Diploma Programme**

The International Baccalaureate Program at University High School includes the 9th and 10th grade Pre-IB Program and the 11th and 12th grade IB Diploma Program.

The Pre-IB Program at UHS began in the 1999-2000 school year with its first freshman class. The International Baccalaureate Organization (IBO) authorized affiliation in July 2000 and the first group of IB students graduated in 2003.

The IB offers a variety of liberal arts courses that appeal to both the humanities and science-oriented students. While the strong academic program prepares IB students for challenging college classes, students may also earn college credits in advance, depending on the scores they receive on their IB assessments.

### **Benefits**

**Beyond academic rigor, the IB Programme...**

- 1. Can positively impact university admission.**
- 2. Develops leadership and time management skills**
- 3. Instills critical thinking and research skills**
- 4. Produces strong communicators**
- 5. Is a family of successful students.**



**Apply at [SchoolChoiceMagnet.OCPS.NET](http://SchoolChoiceMagnet.OCPS.NET)**



## UNIVERSITY HIGH SCHOOL *Performing Fine Arts Magnet*

This program cultivates students' artistic, academic, and personal development through a rigorous, performance-based curriculum in instrumental, dance, vocal, and theatrical arts. Holding students to high, academic and artistic standards while fostering an atmosphere of mutual respect, collaboration, support, and acceptance, this performing arts program encourages individual creative pursuits as well as collaboration for the good of the ensemble. Auditions are required.

The **University High School Performing Fine Arts Magnet** immerses students from across Orange County into a comprehensive performance-based curriculum. The program develops creative thinking as an artist, confidence in performance, and prepares students for college auditions, should they continue in that direction.

Students in the Performing Arts Magnet select one of four tracks:

The **VOCAL TRACK** provides students opportunities in choral and solo voice techniques. Students will enjoy performing in various ensembles including an SSAA or TTBB chorus based on voice type, and a mixed including an SSAA or TTBB chorus based on voice type, and a mixed voice concert choir. They will also take piano, music theory, and vocal techniques courses to further their musical learning experience. Students in the vocal track will be prepared for auditions at top colleges and universities across the country.

The **THEATRE TRACK** which includes theatre, musical theatre and technical theatre will include courses in a natural progression to educate students, demonstrate by modeling and allow for performances of skills learned. Students will be prepared to audition and apply to performing arts department of any desired college .

The **INSTRUMENTAL TRACK** provides band, orchestra, piano, and guitar students with a collegiate-style music experience, including multiple performing ensembles, intensive music theory, a sophomore jury, and senior solo recital.

The **DANCE TRACK** at University High School PFA provides and encourages dancers to discover their best self through various dance technique, creation, professional development and performing experience. The dance track provides technique in ballet, jazz, modern and choreography.

Performing Arts Magnet students are eligible for two performing ensembles each year, as well as a third elective to go deeper, focusing on music theory and history, stagecraft, musical theater, and more.



Apply at [SchoolChoiceMagnet.OCPS.NET](https://SchoolChoiceMagnet.OCPS.NET)



# VALENCIA COLLEGE

## What is Dual Enrollment (DE)?

The Dual Enrollment Program enables qualified public, private and home education students an opportunity to participate in an academic acceleration program. Dual Enrollment allows students to pursue an advanced curriculum that earns the student both high school and college credit simultaneously.

## Requirements

- Be a resident of Orange or Osceola County and be registered at an Orange or Osceola County public or charter school.
- Have a 3.0 unweighted cumulative (high school) GPA for grades 6-11 at the time of application or 3.0 weighted cumulative GPA for high school seniors at time of application.
- Obtain eligible college-ready test scores through the PERT, ACT and/or SAT in all three sections (Reading, Writing/English and Math) by the test score deadline.

## Test Score Requirements

All Dual Enrollment applicants are required to have college-ready test scores on file at Valencia College by the deadline for the desired term of enrollment. Any combination of eligible scores (see below) will be accepted.

### PERT

Reading 106  
Writing 103  
Mathematics 114  
(Intermediate Algebra)

Mathematics 123  
(College Algebra or equivalent)

### SAT

Reading 24  
Writing & Language 25  
Math 24

### ACT

Reading 19  
English 17  
Mathematics 19

## Benefits of Dual Enrollment

- Get a head start on earning college credit
- Gain access to College resources and campus life
- Explore interesting subjects through a variety of course offerings
- Engage with different instructional methods available: Classroom, Online, or Mixed-mode
- Experience the college atmosphere
- Offset the cost of a college education
- Stand out among your peers



# UNIVERSITY OF CENTRAL FLORIDA

## Dual Enrollment Admission Requirements

Students interested in Dual Enrollment (part-time dual enrollment) prior to high school graduation must meet or exceed the following academic qualifications to be considered:

### Florida public and nonpublic secondary school students enrolled in grades 6-12:

Minimum 3.8 high school GPA \* (as re-calculated by UCF using only academic core courses)

Present SAT or ACT scores of at least:

- SAT: 1330 (Evidence-based Reading and Writing + Math)
- ACT: 28 (Composite)

### What You Need to Apply for Consideration:

Verify your School District or Non-Public High School has a Dual Enrollment Articulation Agreement with UCF. For more information contact [dualenrollment@ucf.edu](mailto:dualenrollment@ucf.edu).

Submit the following by the published semester application deadline:

- [Completed online application](#) (no application fee is required for Dual Enrollment students)
- Official high school transcript \*
- Official SAT (code: 5233) or ACT (code:0735) scores
- Authorization Form

**NOTE:** Registration for all UCF courses is on a space-available basis. No student is guaranteed space in any course or section prior to their registration in the course.

*\*Home education students seeking dual enrollment should review the information specific to home education students below.*





## Dual Enrollment Admission Requirements

### ABOUT ONLINE DUAL ENROLLMENT

- Eligible students gain access to UF courses delivered 100% online
- Satisfy general education requirements and/or explore new subject areas through challenging electives
- Take up to two courses each fall and spring semester at no cost
- UF Dual Enrollment credits can be combined with other college credit opportunities to get you even further ahead

### Student eligibility requirements:

- Be enrolled as a Junior or Senior in a high school
- Maintain a 3.6 unweighted GPA.

### Take one of the three following standardized tests:

- SAT – with a 1100 composite score.
- ACT – with a 22-composite score.
- PSAT – 1130 (PSAT 10/NMSQT only).

### Coursework:

- Students may not take more than 2 UF Online Dual Enrollment courses per semester.
- NOTE: Students who take UF Online Dual Enrollment courses in addition to a full six-period day at their high school should carefully consider their choice. The Online Dual Enrollment courses are university-level academic work and can be time consuming.

### High School Information

It is important that when you apply to the UF Dual Enrollment program that your high school guidance counselor and DE adviser are both well informed of your learning goals and educational plan.

If you have completed Advanced Placement classes (IP, IB, AICE, etc.), download the [Advanced Placement Course Credit](#) worksheet and see which courses you already have college credit for.

**[DualEnrollment.dce.ufl.edu](http://DualEnrollment.dce.ufl.edu)**



## Dual Enrollment Admission Requirements

Florida Agricultural and Mechanical University (FAMU), a Historically Black College and University (HBCU). The ability to attend an HBCU continues to be rated as a top selection criterion for graduating seniors and dual enrollment will help facilitate that transition. Dual Enrollment at FAMU will begin Fall 2022.

### Florida public and nonpublic secondary school students enrolled in grades 6-12:

Minimum 3.0 high school GPA

Present SAT or ACT scores of at least:

Assessment Criteria					
	SAT	ACT	PERT	ACCUPLACER (Next Gen)	ACCUPLACER
Reading	25	21	106	245	83
Mathematics	25	21	114	242	72
Writing	26	18	103	245	83

Students who are interested in FAMU dual enrollment need to apply via the FAMU application that will be sent to all high schools. Students may elect to follow an Associates of Arts pathway, or choose from a variety of available course offerings.



## OTC Dual Enrollment

Dual Enrollment is a program that allows you to take courses at Orange Technical College while still enrolled in your high school. High school students who are in grades 11 and 12 may attend a campus for a half-day and earn elective credits to obtain a career. Students must take a minimum of three elective credits to be dual enrolled at an Orange Technical College campus. Participating students, meeting all established requirements, will graduate from their home high school and be eligible to participate in extracurricular activities including the graduation ceremony

### Architecture & Construction

- [Computer-Aided Drawing and Modeling](#)
- [Electricity](#)
- [Heating, Ventilation, Air-Conditioning/Refrigeration \(HVAC/R\) 1](#)

### Arts, A/V Technology & Communication

- [3D Animation Technology](#)
- [Digital Audio Production](#)
- [Digital Cinema Production](#)
- [Digital Media/Multimedia Design](#)
- [Digital Photography Technology](#)

### Business, Management & Administration

- [Accounting Operations](#)
- [Administrative Office Specialist](#)
- [Medical Administrative Specialist](#)

### Health Science

- [Medical Assisting](#)
- [Medical Laboratory](#)
- [Patient Care Assistant](#)
- [Pharmacy Technician](#)
- [Practical Nursing](#)

### Hospitality & Tourism

- [Fundamental Foodservice Skills](#)
- [Lodging Operations](#)

### Information Technology

- [Enterprise Desktop and Mobile Support Technology](#)
- [Game/Simulation/Animation Visual Design](#)
- [Modeling Simulation Design](#)
- [Modeling Simulation Production](#)
- [Web Development](#)

### Manufacturing

- [CNC Production Specialist](#)
- [Machining Technologies](#)
- [Major Appliance and Refrigeration Technician](#)
- [Mechatronics Technology](#)
- [Welding Technology](#)

### Marketing, Sales & Service

- [Marketing, Management and Entrepreneurial Principles](#)

### Transportation, Distribution & Logistics

- [Automotive Collision Technology Technician](#)
- [Automotive Service Technology 1](#)
- [Diesel Systems Technician](#)

# Fundamental Food Service Skills

This program offers a sequence of courses that provides coherent and relevant commercial foodservice knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning, general employability skills, technical skills, and occupation-specific hands-on technical skills. The program is designed to prepare students for entry-level work positions or further culinary training and education based on basic culinary skills and practices to be successful in today's commercial kitchens.

## ***Course Progression:***

Year 1 HMV0101K/HMV0101L Intro to Food Prep  
Year 2 HMV0101M/HMV0101N Intro to Food Prep  
Year 3 HMV0102K/HMV0102L Cooking Methods and Techniques  
Year 4 HMV0102M/HMV0102N Cooking Methods and Techniques

By the completion of the Fundamental Foodservice Skills program, students will have taken the following certification exams from:

- **Certified Food Protection Manager, ServeSafe®**
- **National ProStart Certificate of Achievement, ProStart (high school students only)**

Upon successful completion of the Fundamental Foodservice Skills program, students enrolling in an AS degree program are eligible to be awarded articulated credits at:

Valencia College:

- **Culinary Management AS degree – 9 - 12 credits**
- **Baking and Pastry Management AS degree – 3 credits**
- **Restaurant/Foodservice Management AS degree – 6 credits**



# Digital Video Technology

DVT (Digital Video Technology) is a highly dynamic class that will allow students to explore and learn the ins and outs of TV and Film Production.

## Purpose

The purpose of this program is to prepare students for initial employment as production assistants, audio/video equipment technicians, video/TV camera operators, video editors, multimedia artists/animators, and broadcast technicians.

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.

The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and preparation to assume responsibility for the overall production of digital video activities (e.g., scripts, lighting, camera operation, electronic news gathering, field/studio production, video editing).

K100400	OCP	Postsecondary Program of Study	900 Hrs
RTV0015	A	Digital Video Videography	450
RTV0016	B	Digital Audio-Video Technology	300
RTV0017	C	Digital Video Direction and Production	150

## Certification:

While completing the Digital Video Technology program, students take the following:

- Adobe Certified Associate (Premiere Pro), Adobe Systems
- Adobe Certified Associate (Photoshop), Adobe Systems





# Licensed Practical Nursing

The purpose of the Practical Nursing Program offered by Orange Technical College as a dual enrollment program at University High School is to prepare students for direct entry into the nursing profession as Licensed Practical Nurses (LPN) and to provide access to the health care career ladder.

The University High School and Orange Technical College administration, as well as the OCPS Career and Technical Education Department to supporting the Practical Nursing Program at University High School. Enrollment in the Practical Nursing Dual Enrollment program requires a commitment on the part of the student to successfully complete 6 weeks of summer school each year during the summers before the sophomore, junior and senior years and to commit 1 class period per day in the freshmen and sophomore years and 3 class periods per day during the junior and senior years. Clinicals will take place at area hospitals, long-term care facilities and utilizing simulation and learning labs at the Orange Technical College and University High School

The following outlines the classes required each year for the Practical Nursing Program:

School Year	Number of class periods	Courses
9th grade	1 period per day	Medical Skills and Services
Summer	6 weeks	Practical Nursing
10th grade	1 period per day	Practical Nursing
Summer	6 weeks	Practical Nursing
11th grade	3 periods per day	Practical Nursing
Summer	6 weeks	Practical Nursing
12th grade	3 periods per day	Practical Nursing

H170607	OCP	Postsecondary Program of Study	1350 Hrs
PRN0098	A	Practical Nursing Foundations 1	300
PRN0099	B	Practical Nursing Foundation 2	300
PRN0290		Medical Surgical Nursing 1	300
PRN0291		Medical Surgical Nursing 2	300
PRN0690		Comprehensive Nursing and Transitional Skills	150



# Artificial Intelligence

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 Artificial Intelligence (AI)-enabled careers; 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 AI and Machine Learning required for AI-enabled professionals working in business and academic environments. The intention of this course is to prepare students to be successful both personally and professionally in an AI-based society.

The content includes fundamental understanding of the Five Big Ideas in AI: Perception, Representation & Reasoning, Machine Learning, Human AI Interaction, Societal impacts of AI; AI system and their components; problems and tools AI-enabled workers use to build models and systems that leverage data to make decisions; mastery of foundational skills required to become power AI users. In addition, the course content includes but is not limited to practical experiences in AI system design, deployment, and evaluation; problem identification; creation, selection, and curation of data sets; computer programming, use of machine learning algorithms, program design structure, evaluation of the societal impact of AI, employing ethical and responsible development methodologies and decision making, essential programming techniques, and implementation issues. Specialized programming skills involving advanced mathematical calculations and statistics are also integrated into the curriculum.

Course Number	Course Title	Length	Level
9401010	Artificial Intelligence in the World	0.5 credit	2
9401020	Applications of Artificial Intelligence	0.5 credit	2
9007220	Procedural Programming	1 credit	3
9401040	Foundations of Machine Learning	1 credit	2

*(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)*



# Waste Water Management

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 Agriculture, Food and Natural Resources 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 Agriculture, Food and Natural Resources career cluster.

The content includes but is not limited to applications of water resource management, application of safety procedures, record keeping and sampling, wetland management, reclamation treatment techniques, solid waste disposal, storm water management, hazardous material storage, government water technology regulations, filtrations, sedimentation, fluoridation process, and perform maintenance and inspections on equipment.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## Program Structure

This program is a planned sequence of instruction consisting of four courses. Planned and Supervised Agricultural Experiences (SAE) must be provided through one or more of the following: (1) foundational career exploration, (2) directed laboratory experience, (3) project ownership/entrepreneurship, (4) cooperative education/internship, (5) School Based Enterprise, or (6) Service Learning.

Course Number	Course Title	Length
8007110	Introduction to Environmental Water Technology	1 credit
8007120	Intermediate Environmental Water Technology	1 credit
8007130	Advanced Environmental Water Technology	1 credit
8007210	Advanced Environmental Water Reclamation Technology	1 credit

*(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)*





# International Baccalaureate

## Subject 1

Title: IB ENGLISH HL

Type of Credit: EN

Prerequisite: FL PRE-IB ENG 2

Pathway: International Baccalaureate

Course Description: Language A: literature is a two year course through which students explore the various manifestations of literature as a particularly powerful mode of writing across cultures and throughout history. The course aims at developing an understanding of factors that contribute to the production and reception of literature—the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts

## Subject 2

Title: IB LATIN SL (Two-Year Program)

Type of Credit: FL

Prerequisite: FL PRE-IB LATIN 2

Pathway: International Baccalaureate

Course Description: The course provides students with the opportunity to study an historically significant language that is also embedded in many modern languages. Latin and Classical Greek are separate subjects, but they share the same syllabus and assessment criteria. The DP classical languages course provides an opportunity for students to explore the languages, literatures and cultures of ancient Greece or Rome. The study of classical languages gives important insights into the cultures that produced them, and leads to a greater understanding of contemporary languages, literature and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language. It is a fundamental principle that the texts be studied in their original language. Linguistic skills lie at the heart of the course, since it is through a deep understanding of the workings of a language that true intellectual contact can be made with the peoples of the past. Students also study different genres of classical texts, examining the ideas in these works and their artistry within their historical, political and cultural contexts. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.





# International Baccalaureate

Title: IB SPANISH SL (3&5)

Type of Credit: FL

Prerequisite: Spanish 2

Pathway: International Baccalaureate

Course Description: Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

Title: IB SPANISH HL (4&6)

Type of Credit: FL

Prerequisite: SPANISH 3 HON Pathway: International Baccalaureate Course

Description: At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

## Subject 3

Title: IB History HL

Type of Credit: ELEC

Prerequisite: IB HISTORY OF AMERICAS

Pathway: International Baccalaureate

Course Description: Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.





# International Baccalaureate

## Subject 4

Title: IB BIOLOGY HL

Type of Credit: EQ

Prerequisite: FL PRE-IB BIO 1 & FL PRE-IB CHEM Pathway: International Baccalaureate

Course Description: By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. At both the Standard Level and Higher Level students study six core topics: cell biology, molecular biology, genetics, ecology, evolution and biodiversity, as well as human physiology. At the Higher Level students study an additional five topics: nuclear acids, metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution, as well as animal physiology.

Title: IB BIOLOGY SL

Type of Credit: EQ

Prerequisite: FL PRE-IB BIO 1 & FL PRE-IB CHEM Pathway: International Baccalaureate

Course Description: By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. At both the Standard Level and Higher Level students study six core topics: cell biology, molecular biology, genetics, ecology, evolution and biodiversity, as well as human physiology. At the Higher Level students study an additional five topics: nuclear acids, metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution, as well as animal physiology.



# International Baccalaureate

Title: IB CHEMISTRY SL

Type of Credit: EQ

Prerequisite: FL PRE-IB CHEM

Pathway: International Baccalaureate

Course Description: Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

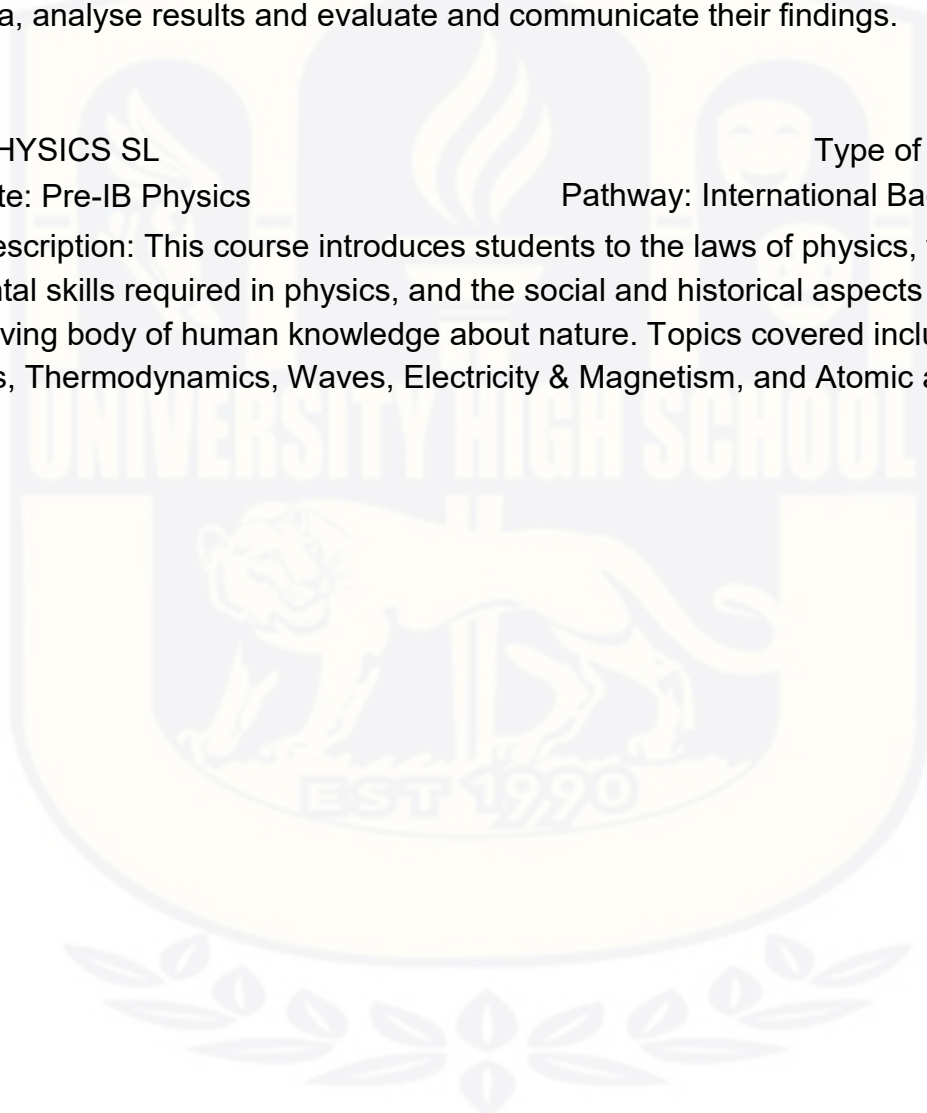
Title: IB PHYSICS SL

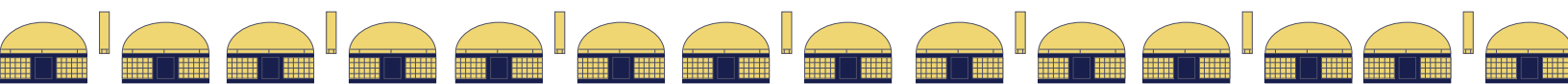
Type of Credit: EQ

Prerequisite: Pre-IB Physics

Pathway: International Baccalaureate

Course Description: This course introduces students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Topics covered include: Mechanics, Thermodynamics, Waves, Electricity & Magnetism, and Atomic and Nuclear Physics





# International Baccalaureate

## Subject 5

Title: IB Math AA HL

Type of Credit: ME

Prerequisite: ALG 2

Pathway: International Baccalaureate

Course Description: With IB Math AA HL, students would hone their understanding about topics such as Binomial Theorem, Partial Fractions, De Moivre's Theorem, L'hospital rule, etc. These are the few new additions to the syllabus which was previously missing from the topics covered by IB Mathematics HL. Similarly, IB Mathematics AA SL covers new topics such as Simple Deductive Proof, Regression, etc. In order to have a better idea about the additions of the new topics, we suggest you check out this comparison chart.

Title: IB Math AA SL

Type of Credit: ME

Prerequisite:

Pathway: International Baccalaureate

Course Description: IB Math AA covers topics like advance calculus and integration to train students in the discipline of pure mathematics. This particular module has been divided into two levels. You already know it! IB Math AA Standard Level (IB Math AA SL) and IB Math AA Higher Level (IB Math AA HL). Although it is difficult to draw parallels between the new modules and the older ones, one can compare IB Math AA SL to current Math SL and IB Math AA HL to current Math HL.

Title: IB Math AI SL

Type of Credit: ME

Prerequisite:

Pathway: International Baccalaureate

Course Description: IB Math AI (SL) course focuses on important interconnected mathematical topics, placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively.



# International Baccalaureate

## Subject 6

Title: IB FILM STUDIES HL

Type of Credit: ELEC

Prerequisite: None

Pathway: International Baccalaureate

Course Description: This film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others.

Title: IB MUSIC HL

Type of Credit: PF

Prerequisite: Band, Chorus, Guitar, Keyboard, Orch Course

Pathway: International Baccalaureate

Course Description: The Diploma Programme music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants. "Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment." The International Baccalaureate Music curriculum provides a foundation for further study in music at the collegiate and professional level, as well as an enriching and valuable experience for students who may pursue other careers. If this course is taken along with the student's Group 5 (Science) class at Standard Level (SL), students are able to keep a performing arts course (band, orchestra, chorus, piano, guitar) in their schedule as juniors and seniors.



# International Baccalaureate

Title: IB PSYCHOLOGY HL

Type of Credit: ELEC

Prerequisite:

Pathway: International Baccalaureate

Course Description: Psychology is the study of human behavior. This course will give an overview of the modern psychological perspectives. We will then have an in-depth examination of the biological, cognitive, and socio-cultural perspectives. (Students taking this course should continue with IB Psychology III the following year.)

Title: IB PSYCHOLOGY SL

Type of Credit: ELEC

Prerequisite:

Pathway: International Baccalaureate

Course Description: This one-year course will examine the core psychological perspectives: biological, cognitive, and sociocultural perspectives. We will then conclude the course with an in-depth study of abnormal psychology. Students will need to complete an internal assessment (experimental study) for this class.

Title: IB THEATRE HL

Type of Credit: PF

Prerequisite: Theatre

Pathway: International Baccalaureate

Course Description: These courses aim to help students understand the nature of the theatre by making it as well as by studying it, and to understand the forms it takes in other cultures. All students must study five compulsory components at HL :

Performance skills, World theatre studies, Practical play analysis, Theatre production, Individual project.

Title: IB Dance HL

Type of Credit: PF

Prerequisite: REPERT 2 / TECHNQS 2

Pathway: International Baccalaureate

Course Description: The IB DP dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.





# International Baccalaureate

Title: IB Visual Arts HL

Type of Credit: PF

Prerequisite: Drawing/Cerm&Pot

Pathway: International Baccalaureate

Course Description: The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

## Non-Tested Course

Title: IB THEORY/KNWLG 1& 2

Type of Credit: ELEC

Prerequisite: IB Program

Pathway: International Baccalaureate

Course Description: The theory of knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them.



# AP Courses

Title: AP ENV SCI

Type of Credit: EQ

Prerequisite: Biology

Pathway: AP Capstone Course

Course Description: Explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. You'll take part in laboratory investigations and field work. Skills you'll learn: explaining environmental concepts and processes, analyzing data, visual representations, and writings. applying quantitative methods in solving problems, proposing a solution for an environmental problem and supporting your idea with evidence, as well as analyzing a research study to identify a hypothesis.

Note: Save your lab notebooks and reports; colleges may ask to see them before granting you credit.

Title: AP BIO

Type of Credit: BIO

Prerequisite: Biology

Pathway: AP Capstone Course

Course Description: Study the core scientific principles, theories, and processes that govern living organisms and biological systems. You'll do hands-on laboratory work to investigate natural phenomena. Skills you'll learn: designing experiments and procedures to test a prediction or theory, collecting and analyzing data, interpreting data to draw conclusions, as well as developing and supporting a scientific claim with evidence.

Title: AP CHEM

Type of Credit: EQ

Prerequisite: Chemistry

Pathway: AP Capstone Course

Course Description: Learn about the fundamental concepts of chemistry including structure and states of matter, intermolecular forces, and reactions. You'll do hands-on lab investigations and use chemical calculations to solve problems. Skills you'll learn: designing experiments and procedures to test a prediction or theory, creating graphs, diagrams, and models that represent chemical phenomena, explaining how the microscopic structure of a substance determines its chemical properties, balancing a chemical equation, as well as making a scientific claim and supporting it with evidence.

Note: Save your lab notebooks and reports; colleges may ask to see them before granting you credit.



# AP Courses

Title: AP ENG COMPO

Type of Credit: EN

Course Description: Learn about the elements of argument and composition as you develop your critical-reading and writing skills. You'll read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade your reader of something. Skills you'll learn: reading closely, analyzing, and interpreting a piece of writing, evaluating a source of information, gathering and consolidating information from different sources, writing an evidence-based argument, as well as drafting and revising a piece of writing.

Prerequisite: ENG HON 2

Pathway: AP Capstone Course

Title: AP ENG LIT COMP

Type of Credit: EN

Prerequisite: AP ENG COMPO

Pathway: AP Capstone Course

Course Description: Learn how to understand and evaluate works of fiction, poetry, and drama from various periods and cultures. You'll read literary works and write essays to explain and support your analysis of them. Skills you'll learn: read a text closely and draw conclusions from details, identify the techniques used by an author and their effects, develop an interpretation of a text, as well as present your interpretation and make an argument for it in writing.

Title: AP SPANISH LANG

Type of Credit: FL

Prerequisite: SPANISH 3 HON

Pathway: AP Capstone Course

Course Description: Develop your Spanish language skills and learn about the cultures in Spanish-speaking parts of the world. You'll practice communicating in Spanish and study real-life materials such as newspaper articles, films, music, and books. Skills you'll learn: understanding Spanish when you hear it and read it, holding conversations in real-life situations, as well as writing stories, letters, emails, essays, and other texts.

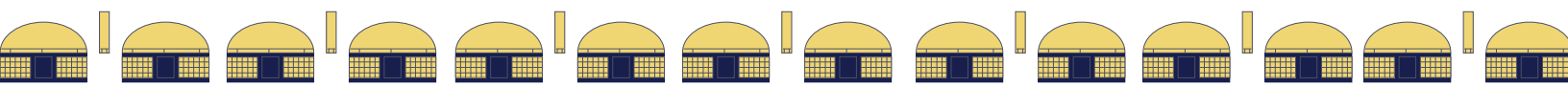
Title: AP SPANISH LIT

Type of Credit: FL

Prerequisite: AP SPANISH LANG

Pathway: AP Capstone Course

Course Description: Build your language skills and cultural knowledge by exploring works of literature written in Spanish. Using Spanish to communicate, you'll read, analyze, discuss, and write about works by Spanish, Latin-American, and U.S. Hispanic authors of different periods. Interpreting, analyzing, and comparing literary works, relating literary works to their cultural and historical contexts, comparing literary works to works of art, and writing a literary analysis using correct literary terms



# AP Courses

Title: AP HUMAN GEOG

Type of Credit: ELEC

Pathway: AP Capstone Course

Course Description: Explore how humans have understood, used, and changed the surface of Earth. You'll use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use. Skills you'll learn: connecting geographic concepts and processes to real-life scenarios, understanding information shown in maps, tables, charts, graphs, infographics, images, and landscapes, seeing patterns and trends in data and in visual sources and drawing conclusions from them, as well as understanding spatial relationships using geographic scales.

Title: AP PSYCH

Type of Credit: ELEC

Prerequisite: None

Pathway: AP Capstone Course

Course Description: Explore the ideas, theories, and methods of the scientific study of behavior and mental processes. You'll examine the concepts of psychology through reading and discussion and you'll analyze data from psychological research studies. Skills you'll learn: connecting psychological concepts and theories to real-life scenarios, understanding and interpreting data, as well as analyzing research studies in psychology.

Title: AP WORLD HIST:M

Type of Credit: WH

Prerequisite: None

Pathway: AP Capstone Course

Course Description: Study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Skills you'll learn: evaluating primary and secondary sources, analyzing the claims, evidence, and reasoning you find in sources, putting historical developments in context and making connections between them, as well as coming up with a claim or thesis and explaining and supporting it in writing.

Title: AP U.S. HIST

Type of Credit: AH

Prerequisite: None

Pathway: AP Capstone Course

Course Description: Study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Skills you'll learn: evaluating primary and secondary sources, analyzing the claims, evidence, and reasoning you find in sources, putting historical developments in context and making connections between these, as well as coming up with a claim or thesis and explaining and supporting it in writing.





# AP Courses

Title: AP MACROECON

Type of Credit: EC

Prerequisite: None

Pathway: AP Capstone Course

Course Description: Explore the principles of economics that apply to an economic system as a whole. You'll use graphs, charts, and data to analyze, describe, and explain economic concepts. Skills you'll learn: define economic principles and models, explain given economic outcomes, determine outcomes of specific economic situations, as well as model economic situations using graphs or visual representations.

Title: AP US GOVT/POL

Type of Credit: AG

Prerequisite: None

Pathway: AP Capstone Course

Course Description: Study the key concepts and institutions of the political system and culture of the United States. You'll read, analyze, and discuss the U.S. Constitution and other documents as well as complete a research or applied civics project. Skills you'll learn: connecting political concepts to real-life situations, explaining the impact and implications of certain U.S. Supreme Court decisions, analyzing data to find patterns and trends and draw conclusions, reading and analyzing text and visual sources, as well as developing a claim or thesis and supporting it in an essay.

Title: AP MUS THEORY

Type of Credit: PF

Prerequisite: Music Theory 2

Pathway: AP Capstone Course

Course Description: Learn to recognize, understand, and describe the basic materials and processes of music. You'll develop skills by listening to, reading, writing, and performing a wide variety of music. Skills you'll learn: identifying features of pitch, interval, scales and keys, chords, meter, rhythm, and other musical concepts in performed and notated music, singing a notated melody on sight, notating music that you hear, as well as completing music based on cues, following common-practice style.

Title: AP COMPUTER SCI

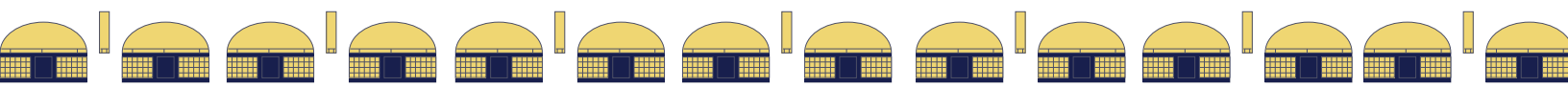
Type of Credit: MA

Prerequisite: AP COMPUTER SCI Principals

Pathway: AP Capstone Course

Course Description: Get familiar with the concepts and tools of computer science as you learn a subset of the Java programming language. You'll do hands-on work to design, write, and test computer programs that solve problems or accomplish tasks. Skills you'll learn: designing a program, developing the algorithms it needs, and writing code to implement them, testing program code and correcting errors, documenting and explaining how program code works.





# AP Courses

Title: AP COMPUTER SCI

Type of Credit: MA

Prerequisite: None

Pathway: AP Capstone Course

Course Description: Learn the principles that underlie the science of computing and develop the thinking skills that computer scientists use. You'll work on your own and as part of a team to creatively address real-world issues using the tools and processes of computation. Skills you'll learn: making connections between concepts in computing, designing a program to solve a problem or complete a task, applying abstractions in computation and modeling, analyzing computational work, communicating ideas about technology and computation, as well as working collaboratively to solve problems.

Title: AP STAT

Type of Credit: MA

Prerequisite: Prob & Stats Honors

Pathway: AP Capstone Course

Course Description: Learn about the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. You'll explore statistics through discussion and activities, and you'll design surveys and experiments. Skills you'll learn: selecting methods for collecting or analyzing data, describing patterns, trends, associations, and relationships in data, using probability and simulation to describe probability distributions and define uncertainty in statistical inference, as well as using statistical reasoning to draw appropriate conclusions and justify claims.

Title: AP CALCULUS AB

Type of Credit: MA

Prerequisite: Pre-Calc Honors

Pathway: AP Capstone Course

Course Description: Explore the concepts, methods, and applications of differential and integral calculus. Determining expressions and values using mathematical procedures and rules, connecting representations, justifying reasoning and solutions, using correct notation, language, and mathematical conventions to communicate results or solutions.

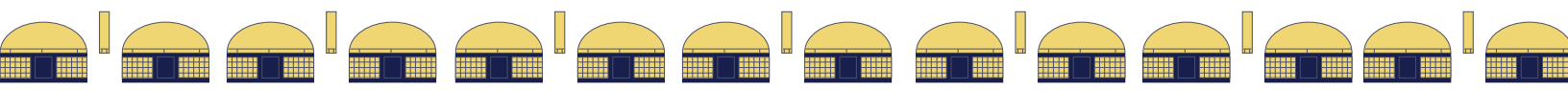
Title: AP CALCULUS BC

Type of Credit: MA

Prerequisite: AP CALCULUS AB

Pathway: AP Capstone Course

Course Description: Explore the concepts, methods, and applications of differential and integral calculus, including topics such as parametric, polar, and vector functions, and series. Determining expressions and values using mathematical procedures and rules, connecting representations, justifying reasoning and solutions, using correct notation, language, and mathematical conventions to communicate results or solutions.



# World Languages

Title: American Sign Language 1

Type of Credit: FL

Prerequisite: None

Pathway: N/A

Course Description: American Sign Language 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language with introductions to culture, connections, comparisons, and communities.

Title: American Sign Language 2

Type of Credit: FL

Prerequisite: American Sign Language 1

Pathway: N/A

Course Description: American Sign Language 2 reinforces the fundamental skills acquired by the students in American Sign Language 1. The course develops increased receptive and expressive, skills as well as cultural awareness. Specific content to be covered is a continuation of skills acquired in American Sign Language 1 while communication remains the primary objective. The cultural survey of the target language is continued.

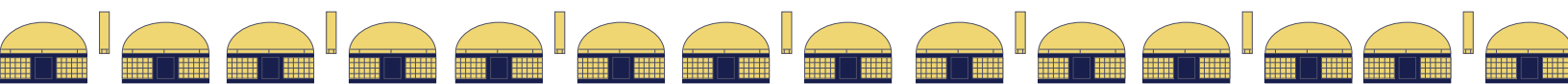
Title: American Sign Language 3

Type of Credit: FL

Prerequisite: American Sign Language 2

Pathway: N/A

Course Description: American Sign Language 3 provides mastery and expansion of skills acquired by the students in American Sign Language 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected media. Contemporary vocabulary stresses activities which are important to the everyday life of people using the target language.



# World Languages

Title: FL PRE-IB LATIN 1

Type of Credit: FL

Prerequisite: IB Program

Pathway: International Baccalaureate

Course Description: Introduces students to the target language and its culture. The student will develop a thorough understanding of the written language as well as of the influence the language and culture has had on other world languages, culture, government, arts and laws. Emphasis is placed on proficient understanding in the reading of the language. An introduction to writing is also included as well as culture, connections, comparisons, and communities.

Title: FL PRE-IB LATIN 2

Type of Credit: FL

Prerequisite: FL PRE-IB LATIN 1

Pathway: International Baccalaureate

Course Description: Pre-IB Latin 2 expands the skills acquired by students in Pre-IB Latin 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In presentational speaking and presentational writing, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English.

Title: IB LATIN SL (Two-Year Program)

Type of Credit: FL

Prerequisite: FL PRE-IB LATIN 2

Pathway: International Baccalaureate

Course Description: The course provides students with the opportunity to study an historically significant language that is also embedded in many modern languages. Latin and Classical Greek are separate subjects, but they share the same syllabus and assessment criteria. The DP classical languages course provides an opportunity for students to explore the languages, literatures and cultures of ancient Greece or Rome. The study of classical languages gives important insights into the cultures that produced them, and leads to a greater understanding of contemporary languages, literature and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language. It is a fundamental principle that the texts be studied in their original language. Linguistic skills lie at the heart of the course, since it is through a deep understanding of the workings of a language that true intellectual contact can be made with the peoples of the past. Students also study different genres of classical texts, examining the ideas in these works and their artistry within their historical, political and cultural contexts. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.





# World Languages

Title: SPANISH 1

Type of Credit: FL

Prerequisite: None

Pathway: The Seal of Biliteracy

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

Title: SPANISH 2

Type of Credit: FL

Prerequisite: SPANISH 1

Pathway: The Seal of Biliteracy

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

Title: SPANISH 3 HON

Type of Credit: FL

Prerequisite: SPANISH 2

Pathway: The Seal of Biliteracy

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

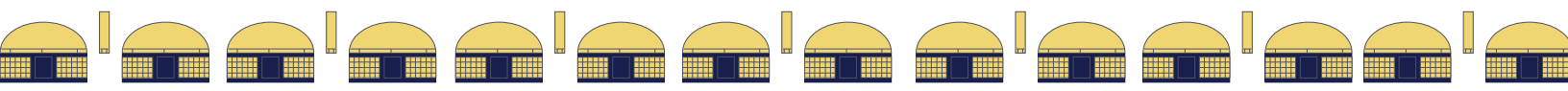
Title: SPANISH SPEAKS

Prerequisite: None

Pathway: N/A

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





# World Languages

Title: AP SPANISH LANG

Type of Credit: FL

Prerequisite: SPANISH 3 HON

Pathway: AP Capstone Course

Course Description: Develop your Spanish language skills and learn about the cultures in Spanish-speaking parts of the world. You'll practice communicating in Spanish and study real-life materials such as newspaper articles, films, music, and books. Skills you'll learn: understanding Spanish when you hear it and read it, holding conversations in real-life situations, as well as writing stories, letters, emails, essays, and other texts.

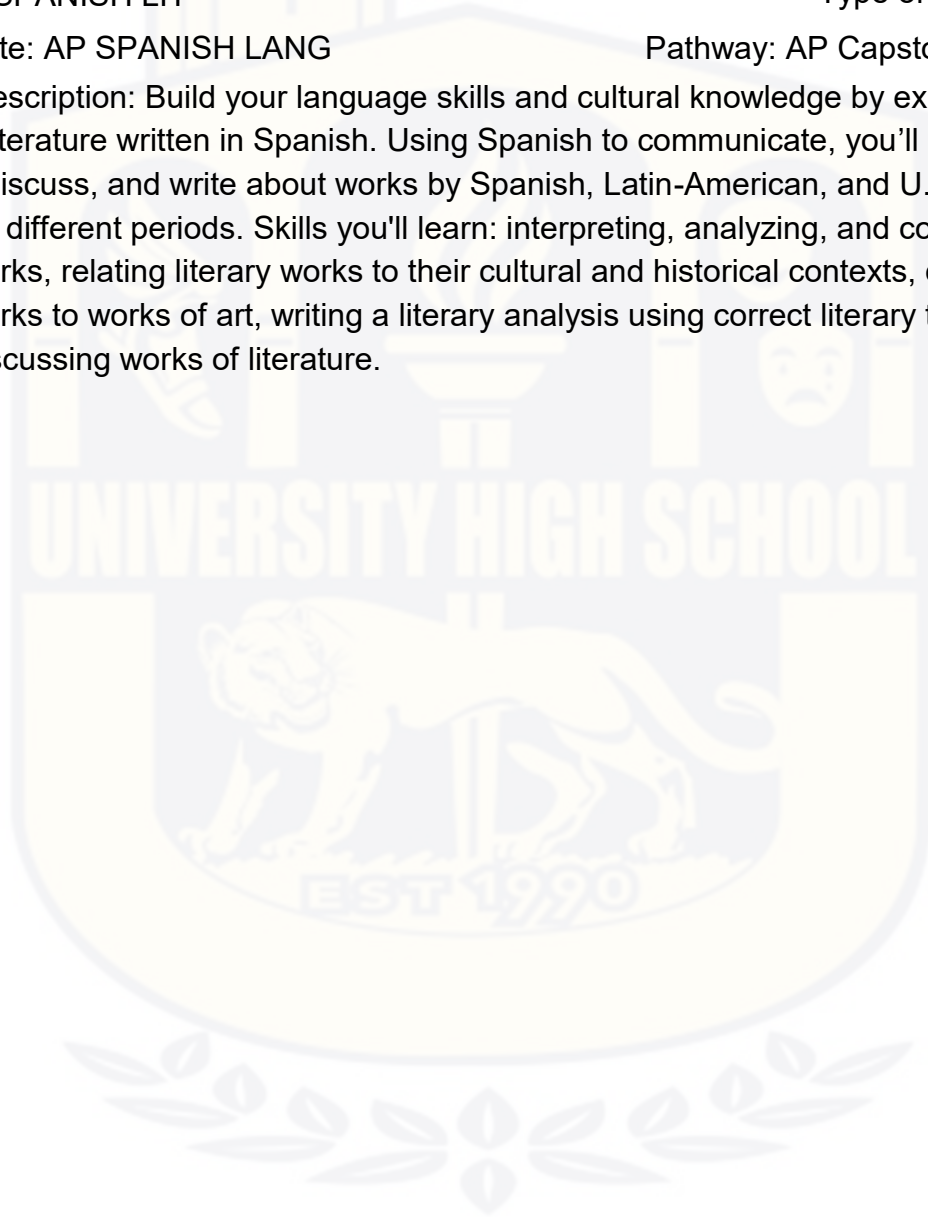
Title: AP SPANISH LIT

Type of Credit: FL

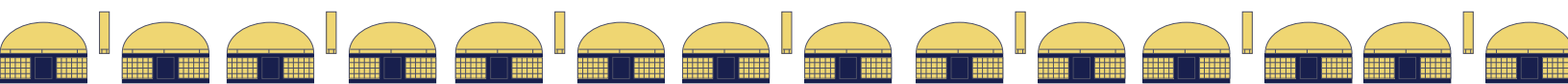
Prerequisite: AP SPANISH LANG

Pathway: AP Capstone Course

Course Description: Build your language skills and cultural knowledge by exploring works of literature written in Spanish. Using Spanish to communicate, you'll read, analyze, discuss, and write about works by Spanish, Latin-American, and U.S. Hispanic authors of different periods. Skills you'll learn: interpreting, analyzing, and comparing literary works, relating literary works to their cultural and historical contexts, comparing literary works to works of art, writing a literary analysis using correct literary terms, as well as discussing works of literature.







# World Languages

Title: FL PRE-IB SPANISH 1

Type of Credit: FL

Prerequisite: IB Program

Pathway: International Baccalaureate

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

Title: FL PRE-IB SPANISH 2

Type of Credit: FL

Prerequisite: FL PRE-IB SPANISH 1

Pathway: International Baccalaureate

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

Title: IB SPANISH SL (3&5)

Type of Credit: FL

Prerequisite: Spanish 2

Pathway: International Baccalaureate

Course Description: Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

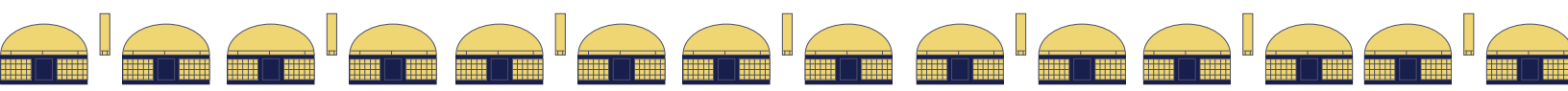
Title: IB SPANISH HL (4&6)

Type of Credit: FL

Prerequisite: SPANISH 3 HON

Pathway: International Baccalaureate

Course Description: At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).



# Fine Art Courses

Title: CERAM/POT 1

Type of Credit: PF

Prerequisite: None

Pathway: N/A

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

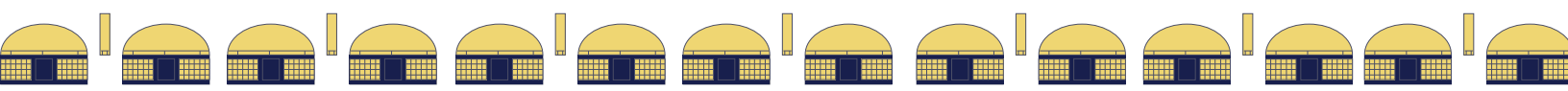
Title: CERAM/POT 2

Type of Credit: PF

Prerequisite: CERAM/POT 1

Pathway: N/A

Course Description: Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. Media may include, but are not limited to, clay and/or plaster with consideration of the workability, durability, cost, and toxicity of the media used. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.



# Fine Art Courses

Title: DRAW 1

Type of Credit: PF

Prerequisite: None

Pathway: N/A

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

Title: AP DRAWING

Type of Credit: PF

Prerequisite: DRAW 1

Pathway: AP Capstone Course

Course Description: Develop your skills in drawing as you experiment with different materials and processes. You'll create artwork that reflects your own ideas and skills and what you've learned. Skills you'll learn: investigating the materials, processes, and ideas that artists and designers use, practicing, experimenting, and revising as you create your own work, as well as communicating your ideas about works of art and design.

Title: AP 2-D ART & DE

Type of Credit: PF

Prerequisite: DRAW 1

Pathway: AP Capstone Course

Course Description: Develop your 2-D skills through materials and processes such as graphic design, photography, collage, printmaking, fashion illustration, collage, and others. You'll create artwork that reflects your own ideas and skills and what you've learned. Skills You'll Learn- Investigating the materials, processes, and ideas that artists and designers use- Practicing, experimenting, and revising as you create your own work- communicating your ideas about works of art and design

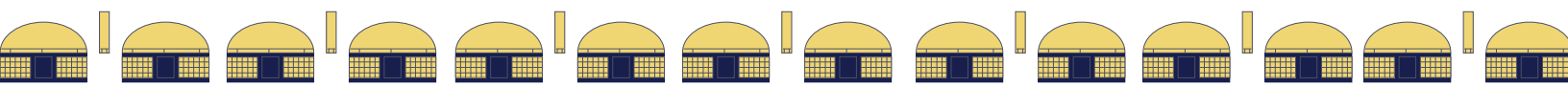
Title: AP 3-D ART & DE

Type of Credit: PF

Prerequisite: CERAM/POT 2

Pathway: AP Capstone Course

Course Description: Develop 3-D skills in materials and processes, such as sculpture, architectural rendering and models, metal work, ceramics, glass work, and others. You'll create artwork that reflects your own ideas and skills and what you've learned. Skills You'll Learn -Investigating the materials, processes, and ideas that artists and designers use-Practicing, experimenting, and revising as you create your own work- Communicating your ideas about works of art and design.



# Theatre

Title: THEATRE 1

Type of Credit: PF

Prerequisite: None

Pathway: Theatre

Course Description: This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

Title: THEATRE 2

Type of Credit: PF

Prerequisite: THEATRE 1

Pathway: Theatre

Course Description: This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

Title: THEATRE 3 HON

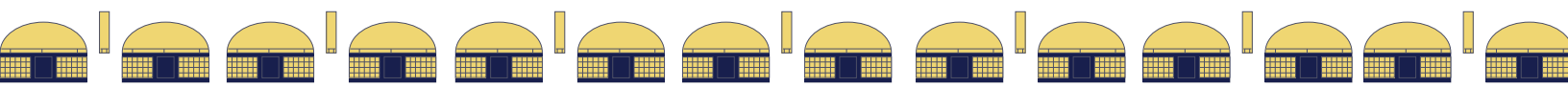
Type of Credit: PF

Prerequisite: THEATRE 2

Pathway: Theatre

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





# Theatre

Title: THEATRE 4 HON

Type of Credit: PF

Prerequisite: THEATRE 3 HON

Pathway: Theatre

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

Title: MUSIC THEATRE 1

Type of Credit: PF

Prerequisite: THEATRE 1

Pathway: Magnet Theatre Track

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

Title: MUSIC THEATRE 2

Type of Credit: PF

Prerequisite: MUSIC THEATRE 1

Pathway: Magnet Theatre Track

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







# Theatre

Title: MUSIC THEATRE 3

Type of Credit: PF

Prerequisite: MUSIC THEATRE 2

Pathway: Magnet Theatre Track

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

Title: MUSIC THEATRE 3

Type of Credit: PF

Prerequisite: MUSIC THEATRE 2

Pathway: Magnet Theatre Track

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

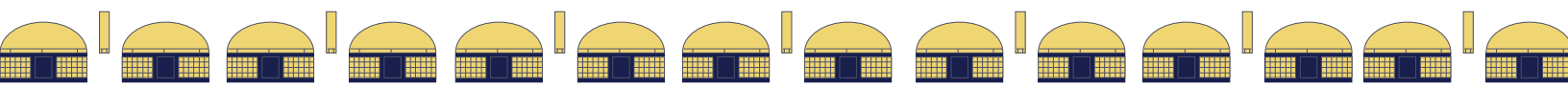
Title: TECH THEA DES&P 1

Type of Credit: PF

Prerequisite: THEATRE 1

Pathway: Magnet Theatre Track

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



# Theatre

Title: TECH THEA DES&P 2

Type of Credit: PF

Prerequisite: TECH THEA DES&P 1

Pathway: Magnet Theatre Track

Course Description: Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Title: TECH THEA DES&P 3

Type of Credit: PF

Prerequisite: TECH THEA DES&P 2

Pathway: Magnet Theatre Track

Course Description: Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

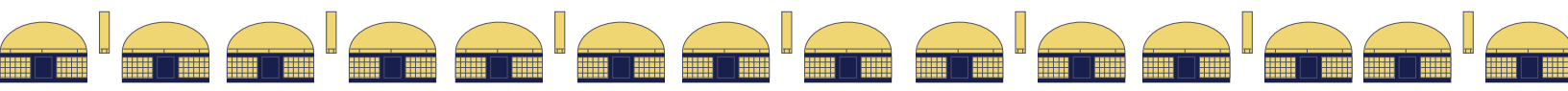
Title: TECH THEA DES&P 4

Type of Credit: PF

Prerequisite: TECH THEA DES&P 3

Pathway: Magnet Theatre Track

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



# Theatre

Title: THEA DIR & ST M 1

Type of Credit: PF

Prerequisite: TECH THEA DES&P 1

Pathway: Magnet Theatre Track

Course Description: Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

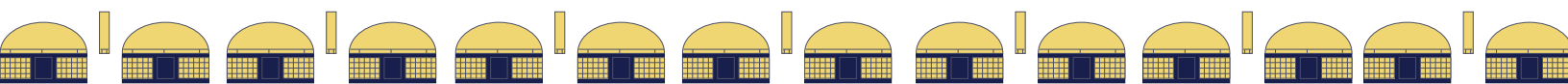
Title: THEA DIR & ST M 2

Type of Credit: PF

Prerequisite: THEA DIR & ST M 1

Pathway: Magnet Theatre Track

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



# Theatre

Title: ACTING 1

Type of Credit: PF

Prerequisite: Magnet Auditioned Program

Pathway: Magnet Theatre Track

Course Description: Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. 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.

Title: ACTING 2

Type of Credit: PF

Prerequisite: ACTING 1

Pathway: Magnet Theatre Track

Course Description: Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience. 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.

Title: ACTING 3

Type of Credit: PF

Prerequisite: ACTING 2

Pathway: Magnet Theatre Track

Course Description: Students focus on development of significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.





# Theatre

Title: ACTING 4 HON

Type of Credit: PF

Prerequisite: ACTING 3

Pathway: Magnet Theatre Track

Course Description: Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Title: PLAY WRIT

Type of Credit: PF

Prerequisite: Magnet Auditioned Program

Pathway: Magnet Theatre Track

Course Description: The purpose of this course is to enable students to develop and use writing and language skills for play writing in a variety of public performance formats. The content will include, but not to be limited to, the following: in-depth examination of various forms of plays, writing for varied purposes, effective listening, speaking and viewing; and collaboration amongst peers, especially regarding peer reviews of multiple drafts and/or performances.

Title: IB THEATRE

Type of Credit: PF

Prerequisite: Theatre

Pathway: International Baccalaureate

Course Description: These courses aim to help students understand the nature of the theatre by making it as well as by studying it, and to understand the forms it takes in other cultures. All students must study five compulsory components at HL: Performance skills, World theatre studies, Practical play analysis, Theatre production, Individual project.





# Music

Title: Advanced Percussion

Type of Credit: PF

Prerequisite: By audition only. Must be enrolled in a concert band class.

Pathway: Magnet Instrumental Track

Course Description: Advanced Percussion meets during 5th period. Freshmen should enroll in Band 3 (1302320), sophomores in Band 4 (1302330), juniors in Band 5 (1302340), and seniors in Band 6 (1302350.) An audition is required for this class. Membership in the Marching Band is required for this class.

Prerequisite: By audition only. Membership in Marching Band required.

Pathway: Magnet Instrumental Track

Title: Big Band

Type of Credit: PF

Prerequisite: By audition only. Membership in Marching Band required.

Pathway: Magnet Instrumental Track

Course Description: The Big Band is our advanced Jazz Band. Freshmen should enroll in Jazz Ensemble 1 (1302500), sophomores in Jazz Ensemble 2 (1302510), juniors in Jazz Ensemble 3 (1302520), and seniors in Jazz Ensemble 4 (1302530.) This class requires an audition.

Title: Concert Band

Type of Credit: PF

Prerequisite: None

Pathway: Magnet Instrumental Track

Course Description: The Concert Band is our introductory concert band. It meets during 7th period. Freshmen should enroll in Band 3 (1302320), sophomores in Band 4 (1302330), juniors in Band 5 (1302340), and seniors in Band 6 (1302350.)

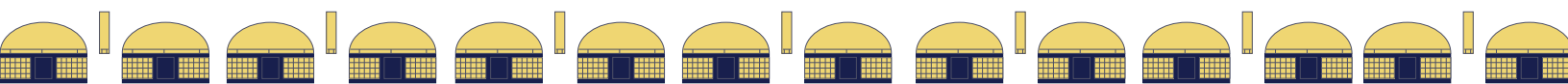
Title: Eurhythmics 1 - 4

Type of Credit: PF

Prerequisite: Membership in Marching Band required.

Pathway: Magnet Instrumental Track

Course Description: Eurhythmics is for members of the band's Color Guard. Freshmen should enroll in Eurhythmics 1 (1305300), sophomores in Eurhythmics 2 (1305310), juniors in Eurhythmics 3 (1305320), and seniors in Eurhythmics 4 (1305330.)



# Music

Title: Intermediate Percussion

Type of Credit: PF

Prerequisite: By audition only. Membership in Marching Band required.

Pathway: Magnet Instrumental Track

Course Description: Intermediate Percussion meets during 3rd period. Freshmen should enroll in Band 3 (1302320), sophomores in Band 4 (1302330), juniors in Band 5 (1302340), and seniors in Band 6 (1302350.) An audition is required for this class. Membership in the Marching Band is required for this class.

Title: Introduction to Percussion

Type of Credit: PF

Prerequisite: None

Pathway: Magnet Instrumental Track

Course Description: For students interested in studying Percussion Instruments. This class meets during 7th period. Freshmen should enroll in Band 3 (1302320), sophomores in Band 4 (1302330), juniors in Band 5 (1302340), and seniors in Band 6 (1302350.)

Title: Jazz Ensemble

Type of Credit: PF

Prerequisite: Must be enrolled in a concert band class.

Pathway: Magnet Instrumental Track

Course Description: The Jazz Ensemble is our introductory Jazz Band. Freshmen should enroll in Jazz Ensemble 1 (1302500), sophomores in Jazz Ensemble 2 (1302510), juniors in Jazz Ensemble 3 (1302520), and seniors in Jazz Ensemble 4 (1302530.)

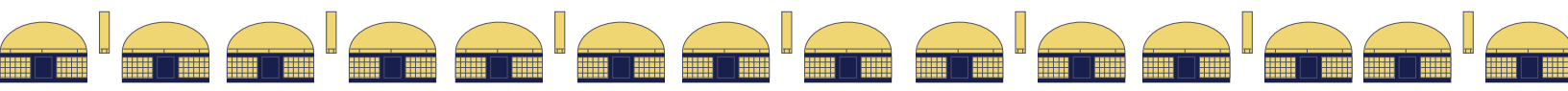
Title: Steel Drums

Type of Credit: PF

Prerequisite: Must be enrolled in a band or other performing arts class.

Pathway: Magnet Instrumental Track

Course Description: The Steel Drum Band "Blue Steel" meets 1st and 2nd period and is open to any student already enrolled in a Band or other performing arts class. Freshmen should sign up for Music Ensemble 1 (1305400), sophomores for Music Ensemble 2 (1305410), juniors for Music Ensemble 3 (1305420), and seniors for Music Ensemble 4 (1305430.)



# Music

Title: Symphonic Band Type of Credit: PF

Prerequisite: By audition only. Membership in Marching Band required.

Pathway: Magnet Instrumental Track

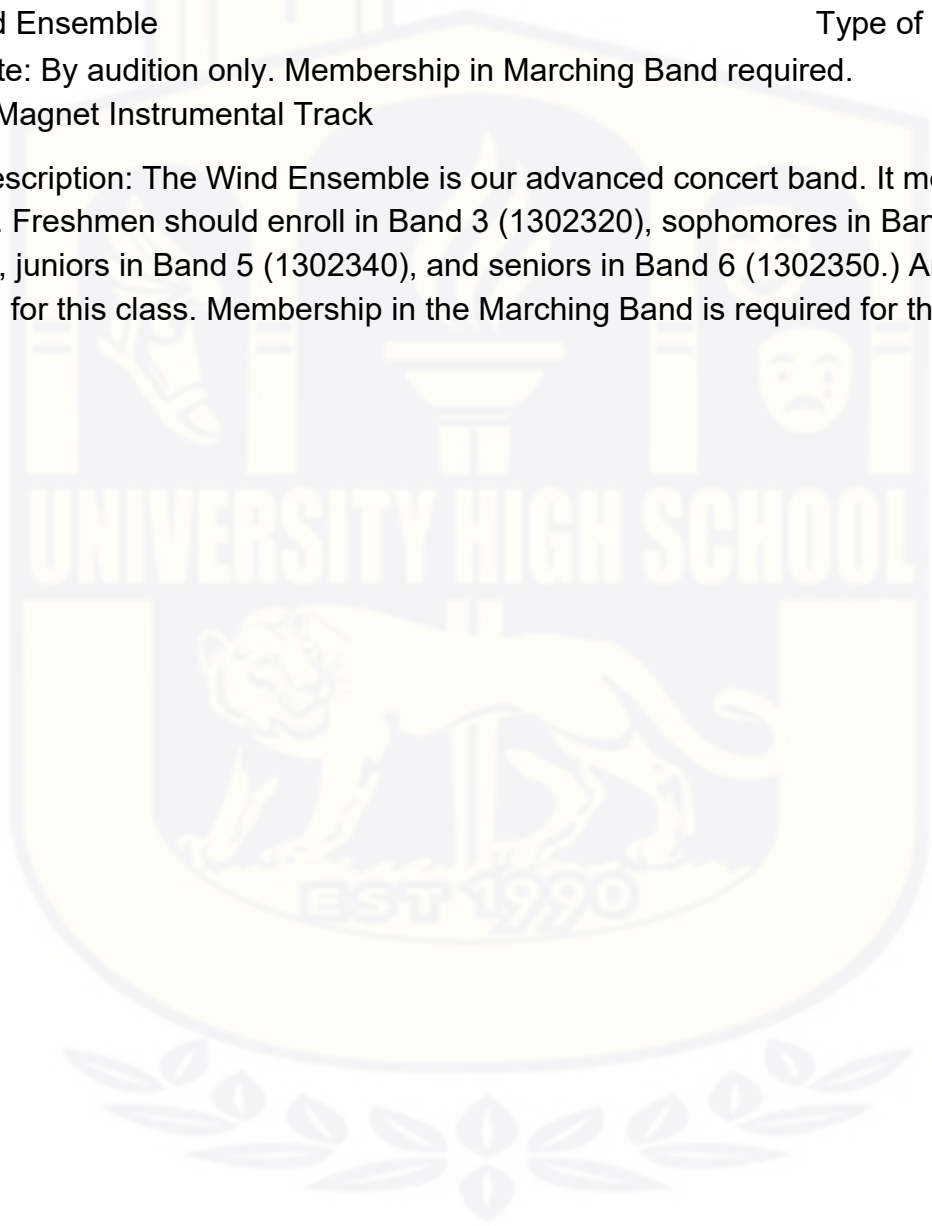
Course Description: The Symphonic Band is our intermediate concert band. It meets during 3rd period. Freshmen should enroll in Band 3 (1302320), sophomores in Band 4 (1302330), juniors in Band 5 (1302340), and seniors in Band 6 (1302350.) An audition is required for this class. Membership in the Marching Band is required for this class.

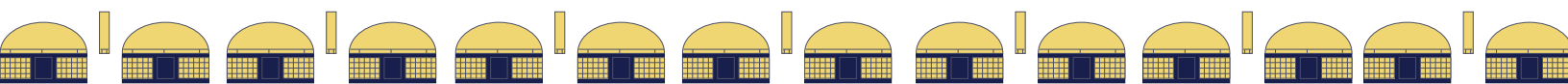
Title: Wind Ensemble Type of Credit: PF

Prerequisite: By audition only. Membership in Marching Band required.

Pathway: Magnet Instrumental Track

Course Description: The Wind Ensemble is our advanced concert band. It meets during 5th period. Freshmen should enroll in Band 3 (1302320), sophomores in Band 4 (1302330), juniors in Band 5 (1302340), and seniors in Band 6 (1302350.) An audition is required for this class. Membership in the Marching Band is required for this class.





# Music

Title: ORCHESTRA 3

Type of Credit: PF

Prerequisite: None

Pathway: Magnet Instrumental Track

Course Description: Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles.

Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. 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.

Title: ORCHESTRA 4

Type of Credit: PF

Prerequisite: ORCH 3

Pathway: Magnet Instrumental Track

Course Description: Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. 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.

Title: ORCHESTRA 5 HON

Type of Credit: PF

Prerequisite: ORCH 4

Pathway: Magnet Instrumental Track

Course Description: Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. 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.

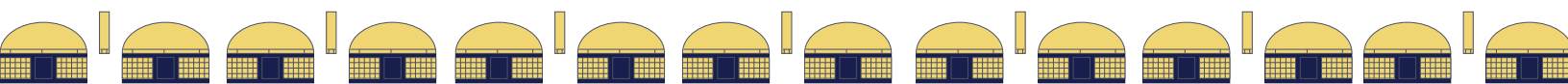
Title: ORCHESTRA 6 HON

Type of Credit: PF

Prerequisite: ORCH 5 HON

Pathway: Magnet Instrumental Track

Course Description: Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. 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.



# Music

Title: KEYBD 1

Type of Credit: PF

Prerequisite: None

Pathway: Magnet Instrumental Track

Course Description: Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. 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.

Title: KEYBD 2

Type of Credit: PF

Prerequisite: KEYBD 1

Pathway: Magnet Instrumental Track

Course Description: Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). 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.

Title: KEYBD 3

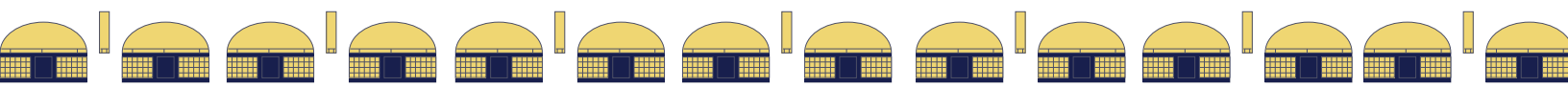
Type of Credit: PF

Prerequisite: KEYBD 2

Pathway: Magnet Instrumental Track

Course Description: Students further develop advanced knowledge of piano techniques, musical literacy, solo and ensemble performance skills, and related musical knowledge, using a variety of advanced piano literature. Students explore the historical influence keyboards have had on music performance and composition, and apply criteria to assess their own and others' piano performances. Students extend their knowledge of music technology (i.e., MIDI keyboards) and its connection to the computer and other sound-generating devices. 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.





# Music

Title: GUITAR 1

Type of Credit: PF

Prerequisite: None

Pathway: Magnet Instrumental Track

Course Description: Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. 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.

Title: GUITAR 2

Type of Credit: PF

Prerequisite: GUITAR 1

Pathway: Magnet Instrumental Track

Course Description: Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Title: GUITAR 3

Type of Credit: PF

Prerequisite: GUITAR 2

Pathway: Magnet Instrumental Track

Course Description: Students with previous experience strengthen their guitar skills and knowledge, adding a variety of chords; refining finger-picking and strumming patterns; reading notation in 1st, 2nd, and 5th position; and learning stylistic nuances, left-hand technique, and alternative fingering. Guitarists readily use tablature and standard notation, study the work of significant musicians, and develop significant self-assessment skills. 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.



# Music

Title: MUS THEORY 1

Type of Credit: PF

Prerequisite: Magnet Auditioned Program

Pathway: Magnet Instrumental Track

Course Description: Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

Title: MUS THEORY 2 HO

Type of Credit: PF

Prerequisite: MUS THEORY 1

Pathway: Magnet Instrumental Track

Course Description: Students with prior music theory training study composition, form, and analysis, and develop individual aural skills. The aural, analytical, and cognitive skills expanded in this class inform the serious musician's performance abilities over a variety of styles and genres. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

Title: AP MUS THEORY

Type of Credit: PF

Prerequisite: Music Theory 2

Pathway: AP Capstone Course

Course Description: Learn to recognize, understand, and describe the basic materials and processes of music. You'll develop skills by listening to, reading, writing, and performing a wide variety of music. Skills you'll learn: identifying features of pitch, interval, scales and keys, chords, meter, rhythm, and other musical concepts in performed and notated music, singing a notated melody on sight, notating music that you hear, as well as completing music based on cues, following common-practice style.

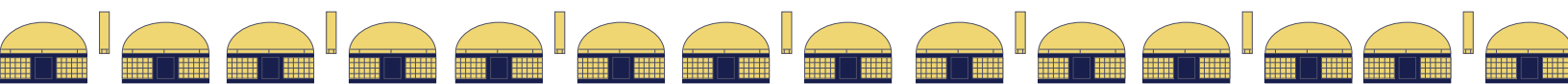
Title: IB MUSIC 1

Type of Credit: PF

Prerequisite: Band, Chorus, Guitar, Keyboard, Orch Course

Pathway: International Baccalaureate

Course Description: The Diploma Programme Music course (for first teaching from 2020) has been designed to prepare the 21st century music student for a world in which global musical cultures and industries are rapidly changing. The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.



# Music

Title: VOCAL TECNQS 1

Type of Credit: PF

Prerequisite: Magnet Auditioned Program

Pathway: Magnet Vocal Track

Course Description: Students in this entry-level class focus on the development of musical and technical skills on a specific voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. 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.

Title: VOCAL TECNQS 2

Type of Credit: PF

Prerequisite: VOCAL TECNQS 1

Pathway: Magnet Vocal Track

Course Description: Students in this novice-level class continue to develop musical and technical skills on a specific voice through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. 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.

Title: VOCAL TECNQS 3

Pathway: Magnet Vocal Track

Prerequisite: VOCAL TECNQS 2

Type of Credit: PF

Course Description: Students in this intermediate-level class develop their musical and technical skills further on a specific voice, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. 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.

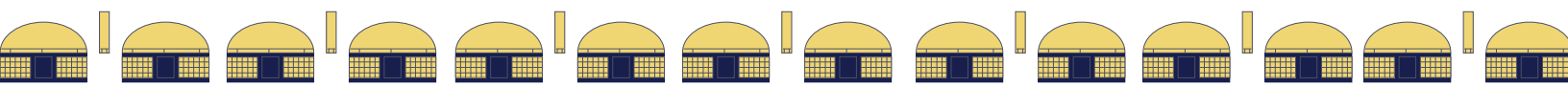
Title: VOCAL TECNQS 4

Pathway: Magnet Vocal Track

Prerequisite: VOCAL TECNQS 3

Type of Credit: PF

Course Description: Students in this advanced class refine their musicianship and performance skills on a specified voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. 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.



# Music

Title: Women's Glee

Type of Credit: PF

Prerequisite: None

Pathway: Magnet Vocal Track

Course Description: Musicianship, basic reading skills, and vocal techniques are taught at a beginning level in a treble voice ensemble setting. This class is intended to be a basic music skills class with a vocal/choral emphasis for students who (1) have had very limited to no previous musical training, (2) need to meet the Fine Arts requirement, (3) desire to transfer into a performing choir after receiving basic music instruction. No audition is necessary.

Title: Bel Canto

Type of Credit: PF

Prerequisite: Women's Glee

Pathway: Magnet Vocal Track

Course Description: Bel Canto, (Italian: "beautiful singing") (Intermediate Chorus) is a treble voice choir. Admission is open to students 10-12 without an audition with a treble voice. Most trebles have an approximate range from A3 (the A below middle C) to C6 (top C) or above range.

Title: Chanté

Type of Credit: PF

Prerequisite: Women's Glee & Audition

Pathway: Magnet Vocal Track

Course Description: Chanté (formerly Women's Chorus) (Advanced Chorus) is a treble voice choir. Admission is open to students 10-12 with an audition with a treble voice. Most trebles have an approximate range from A3 (the A below middle C) to C6 (top C) or above range.

Title: Grandi Voci

Type of Credit: PF

Prerequisite: None

Pathway: Magnet Vocal Track

Course Description: Grandi Voci (formerly Men's Chorus) is a Tenor & lower choir. Admission is open to students 9-12 without and auditiiton with a tenor lower range. Musicianship, basic reading skills, and vocal techniques are taught at a beginning level in a treble voice ensemble setting. This class is intended to be a basic music skills class with a vocal/choral emphasis for students who (1) have had very limited to no previous musical training, (2) need to meet the Fine Arts requirement, (3) desire to transfer into a performing choir after receiving basic music instruction.

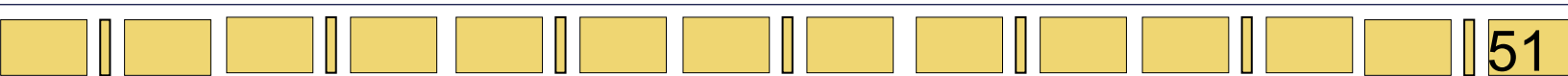
Title: Concert Choir (Most Advanced)

Type of Credit: PF

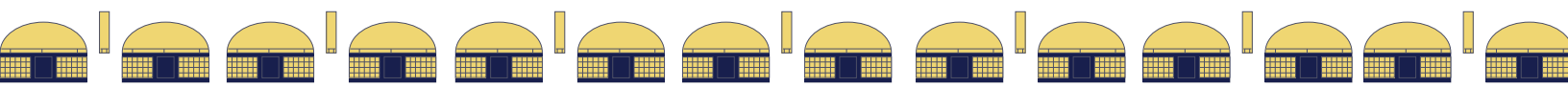
Prerequisite: Audition Only

Pathway: Magnet Vocal Track

Course Description: Concert Choir (Performance Chior) is an advanced dynamic chorus. All music ranges are accepted. Admission is open to students 10-12 with an audition.







# Dance

Title: DANCE TECHNQS 1

Type of Credit: PF

Prerequisite: None

Pathway: N/A

Course Description: Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

Title: DANCE TECHNQS 2

Type of Credit: PF

Prerequisite: DANCE TECHNQS 1

Pathway: N/A

Course Description: Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual.

Title: DANCE TECHNQS 3

Type of Credit: PF

Prerequisite: DANCE TECHNQS 2

Pathway: N/A

Course Description: Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.

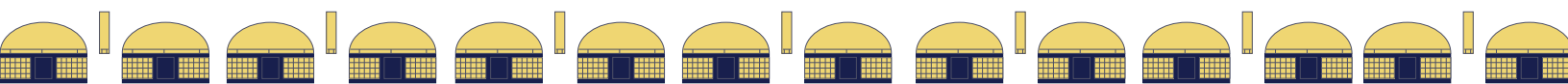
Title: DANCE TECHNQS 4

Type of Credit: PF

Prerequisite: DANCE TECHNQS 3

Pathway: N/A

Course Description: Students in this year-long, advanced dance techniques class build on skills learned in previous dance classes to improve their performance in two or more dance styles. During the class, students perform sequences of increasing complexity to advance their technical skills.



# Dance

Title: BALLET 1

Type of Credit: PF

Prerequisite: Magnet Auditioned Program

Pathway: Magnet Dance Track

Course Description: Students learn basic classical dance techniques and terminology associated with the traditional class structure of ballet. 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, purchase) appropriate footwear and/or dance attire from an outside source.

Title: BALLET 2

Type of Credit: PF

Prerequisite: BALLET 1

Pathway: Magnet Dance Track

Course Description: Students develop intermediate-level classical dance techniques and terminology associated with the traditional class structure of ballet. 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, purchase) appropriate footwear and/or dance attire from an outside source.

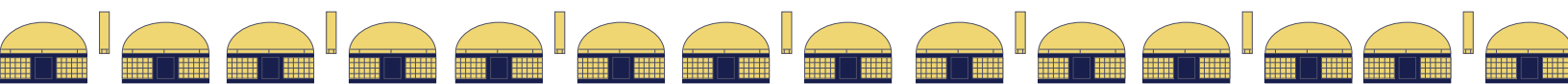
Title: BALLET 3

Type of Credit: PF

Prerequisite: BALLET 2

Pathway: Magnet Dance Track

Course Description: Students broaden their classical dance techniques and terminology associated with the traditional class structure of ballet. 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, purchase) appropriate footwear and/or dance attire from an outside source.



# Dance

Title: BALLET 4 HON

Type of Credit: PF

Prerequisite: BALLET 3

Pathway: Magnet Dance Track

Course Description: Students are challenged in their application of classical dance techniques and terminology associated with the traditional class structure of ballet. Students may have an opportunity to explore contemporary ballet concepts of movement, as well. 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, purchase) appropriate footwear and/or dance attire from an outside source.

Title: DANCE REPERT 1

Type of Credit: PF

Prerequisite: Magnet Auditioned Program

Pathway: Magnet Dance Track

Course Description: Students study the historical works of professional choreographers in one or more genres, such as ballet, modern, jazz, or other traditional dance forms. Students learn to understand and apply each choreographer's movement design and artistic intent, respecting the work as each choreographer's intellectual property, and gain skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to 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, purchase) appropriate footwear and/or dance attire from an outside source.

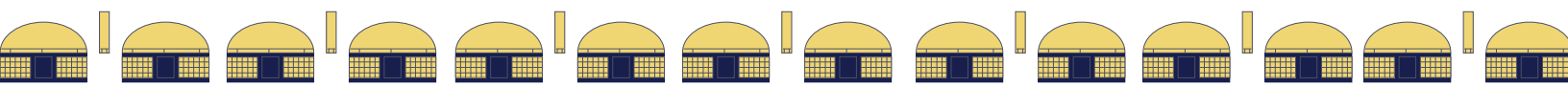
Title: DANCE REPERT 2

Type of Credit: PF

Prerequisite: DANCE REPERT 1

Pathway: Magnet Dance Track

Course Description: Students study the historical works of exemplary professional choreographers in one or more genres, learning to understand and apply each choreographer's movement design and artistic intent, and respecting the work as each choreographer's intellectual property. Students learn about Narrative, Literal, Non-Literal and Abstract dances, gaining skills for group and self-assessment, analysis, and problem solving. 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, purchase) appropriate footwear and/or dance attire from an outside source.



# Dance

Title: DANCE REPERT 3 HONORS

Type of Credit: PF

Prerequisite: DANCE REPERT 2

Pathway: Magnet Dance Track

Course Description: Students study the historical works of professional choreographers in one or more genres, learning to understand, apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students expand on Narrative, Literal, Non-Literal and Abstract dance, refining skills for group and self-assessment, analysis, and problem solving. 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, purchase) appropriate footwear and/or dance attire from an outside source.

Title: DANCE REPERT 4 HONORS

Type of Credit: PF

Prerequisite: DANCE REPERT 3

Pathway: Magnet Dance Track

Course Description: Students study the historical background and works of professional choreographers in one or more genres, and have the ability to apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students may demonstrate Narrative, Literal, Non-Literal and Abstract dance, advancing skills for group and self-assessment, analysis, and problem solving. Dancers assess their skills and techniques in the context of careers in theatrical, commercial and concert dance. Students may be required to 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, purchase) appropriate footwear and/or dance attire from an outside source.

Title: IB Dance

Type of Credit: PF

Prerequisite: REPERT 2 / TECHNQS 2

Pathway: International Baccalaureate

Course Description: The IB DP dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.







# Computer Programming & Design

Title: DIGITAL INFO TECH

Type of Credit: PA

Prerequisite: None

Pathway: CompTIA A+

Course Description: This exciting course provides you with the foundational skills needed for future careers in a variety of technological fields. You'll explore emerging technologies, digital design, Microsoft Office online applications, operating systems, and much more! Learn your strengths and how they relate to potential career opportunities. This course provides elective credit, fulfills the character education and practical art requirement for high school graduation, and serves as a prerequisite to many exciting CTE POSes.

Title: DIGITAL DESIGN 1

Type of Credit: CTE

Prerequisite: Digital Info Tech

Pathway: Adobe- Photoshop

Course Description: This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, measurement activities; and digital imaging as well as communication. A hands-on computer class where you will learn to use Adobe software—Photoshop, Illustrator, and InDesign. Photoshop is the main focus in Digital Design 1. You will learn to manipulate, crop, resize, and correct color on digital photos.

Title: DIGITAL DESIGN 2

Type of Credit: CTE

Prerequisite: DIGITAL DESIGN 1

Pathway: Adobe- InDesign

Course Description: This course continues the development of basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving. A hands-on computer class where you will learn to use Adobe software—Photoshop, Illustrator, and InDesign. Adobe InDesign, page layout software and Dreamweaver, web design software.



# Computer Programming & Design

Title: AP COMPUTER SCI PRINCIPLES

Type of Credit: MA

Prerequisite: None

Pathway: AP Capstone Course

Course Description: Learn the principles that underlie the science of computing and develop the thinking skills that computer scientists use. You'll work on your own and as part of a team to creatively address real-world issues using the tools and processes of computation. Skills you'll learn: making connections between concepts in computing, designing a program to solve a problem or complete a task, applying abstractions in computation and modeling, analyzing computational work, communicating ideas about technology and computation, as well as working collaboratively to solve problems.

Title: AP COMPUTER SCI A

Type of Credit: MA

Prerequisite: AP COMPUTER SCI Principals

Pathway: AP Capstone Course

Course Description: Get familiar with the concepts and tools of computer science as you learn a subset of the Java programming language. You'll do hands-on work to design, write, and test computer programs that solve problems or accomplish tasks. Skills you'll learn: designing a program, developing the algorithms it needs, and writing code to implement them, testing program code and correcting errors, documenting and explaining how program code works.

Title: FOUND OF PROGRAMMING

Type of Credit: CTE

Prerequisite: None

Pathway:

Course Description: Learn the skills required to be competitive in today's high-tech workforce. This course covers the fundamentals of programming using the computer language Python. It provides you with the concepts, techniques, and processes associated with computer programming and software development. You'll also explore the vast programming career opportunities available in this high-demand field. This course provides honors-level elective credit.



# Business Management

Title: BUSINESS & ENTREPRENEURSHIP PRINCIPLES

Type of Credit: CTE

Prerequisite: Digital Information Technology

Pathway: Business

Course Description: Provides an introduction to business organization, management, and entrepreneurial principles. Topics include communication skills, various forms of business ownership and organizational structures, marketing, supervisory/management skills, leadership skills, human resources management activities, business ethics, and cultural diversity. Students will develop a business plan for a business they are interested in running.

Title: ACCOUNTING APPLICATIONS

Type of Credit: CTE

Prerequisite: Business & Entrepreneurship Principles

Pathway: Business

Course Description: This course emphasizes the methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. Students will also be learning the accounting software - Intuit QuickBooks throughout the year.

Title: LEGAL ASPECTS OF BUSINESS

Type of Credit: CTE

Prerequisite: Accounting Applications

Pathway: Business

Course Description: This course is designed to provide an introduction to the legal aspects of business. Topics include business law concepts, forms of business ownership, insurance awareness, governmental regulations, management functions, human resources management issues, and career development. The use of computers is an integral part of this program.

Title: MANAGEMENT AND HUMAN RESOURCES

Type of Credit: CTE

Prerequisite: Legal Aspects of Business

Pathway: Business

Course Description: 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 Business Management and Administration 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 Business Management and Administration career cluster.



# Engineering

Title: Introduction to Engineering Design

Type of Credit: CTE

Prerequisite: None

Pathway: Engineering Pathways

Course Description: This course exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, they will learn to use 3D solid modeling design software to design solutions to problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions, document the process, and communicate the results.

Title: Principles of Engineering

Type of Credit: CTE

Prerequisite: Introduction to Engineering Design

Pathway: Engineering Pathways

Course Description: This course helps students understand the field of engineering/ engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the required knowledge and skills in mathematics, science, and technology. Through problem-based learning strategies, students study key engineering topics, including mechanisms, energy sources, energy applications, machine control, fluid power, statics, material properties, material testing, statistics, and kinematics. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

Title: Civil Engineering and Architecture

Type of Credit: CTE

Prerequisite: Civil Engineering and Architecture

Pathway: Engineering Pathways

Course Description: This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the Roles of Civil Engineers and Architects, Project Planning, Site Planning, Building Design, and Project Documentation and Presentation.





# Animal Science and Communications

Title: Agriscience Foundations 1

Type of Credit: EQ

Prerequisite: None

Pathway: Agricultural Associate

Course Description: Students will learn key scientific and research concepts that drive the field and use specialized labs to gain hands-on knowledge and experience. This course will also teach students the effects agriculture has on the environment and how agriscience professionals are finding solutions for agricultural sustainability.

Title: Agricultural Communications 2

Type of Credit: PA

Prerequisite: Agriscience Foundations 1

Pathway: Agricultural Associate

Course Description: In Agricultural Communications 2, students are introduced to visual, verbal, and written techniques to communicate agricultural information. This course prepares students with specialized knowledge of agriculture and media as they learn to design and develop marketing materials, engage in the community, and address needs of agricultural producers and consumers in a moral and ethical way.

Title: Agricultural Communications 3

Type of Credit: PA

Prerequisite: Agricultural Communications 2

Pathway: Agricultural Associate

Course Description: Agricultural Communications 3 is a course that furthers the knowledge on identifying current issues affecting the agricultural industry both locally and nationally. We will concentrate on individual forms of communication and utilizing it for the betterment of a group. We will learn about all types of agricultural communications such as speech writing, discussions, presentations,, marketing, salesmanship, etc.

Title: Agriculture Association Certification

Type of Credit: CTE

Course Description: 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 Agriculture, Food and Natural Resources 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 Agriculture, Food and Natural Resources career cluster.



# Animal Science and Communications

Title: Veterinary Assisting 1

Type of Credit: CTE

Prerequisite: None

Pathway: Certified Veterinary Assistant (CVA)

Course Description: Review anatomical and veterinary procedure terminology as it relates to the orientation and location of animal body parts. You'll practice recognizing cells, tissues, organs, and the organ system, both structurally and functionally. You'll also study how to identify organs, structures, and functions of body systems.

Title: Veterinary Assisting 2

Type of Credit: CTE

Prerequisite: Veterinary Assisting 1

Pathway: Certified Veterinary Assistant (CVA)

Course Description: Discover the skills needed to work as a veterinary assistant and contribute to the veterinary team. You'll study animal nutrition, care for aging animals, and animal anatomy, including the reproductive systems of animals and the unique anatomies of birds and reptiles. Practice taking good medical history, performing a thorough physical examination, and assisting the veterinarian in humane, safe, and effective ways.

Title: Veterinary Assisting 3

Type of Credit: CTE

Prerequisite: Veterinary Assisting 2

Pathway: Certified Veterinary Assistant (CVA)

Course Description: Study animal vaccination, transport of injured animals, signs of common emergency problems, and basic cardiopulmonary resuscitation. You'll review types of wounds and wound care, parasites and parasitology, and animal habits and behaviors. Lastly, you'll study common procedures used in sample collection and diagnosis, treatment procedures, and physical therapy.

Title: Veterinary Assisting 4

Type of Credit: CTE

Prerequisite: Veterinary Assisting 3

Pathway: Certified Veterinary Assistant (CVA)

Course Description: This course is designed to develop competencies in the areas of animal welfare and rights; research; record keeping; disease and parasites.

Differentiate between animal welfare and animal rights. Explain the role of animals in research. Maintain and analyze. Explain proper sanitation for animal facilities records. Explain diagnostic testing and use of equipment. Describe the process for handling a suspected rabies patient, and the process for other deceased animals. Describe internal and external parasites and control methods.

# Leadership Education Gh XYbhGovernment'

Title: APPROACH LEADER

Type of Credit: ELEC

Prerequisite: SGA Application

Pathway: Student Government

Course Description: This course facilitates summative application of leadership skills formed in Leadership Strategies, emphasizing organizational management, goal-setting, communication with varied audiences, peer mediation, citizenship, data collections and analysis, conflict resolution, healthy decision-making, assertiveness, and meeting skills, stress management and strategies for self-reflection. The content should include, but not be limited to, the following: study in self-reflection; continued development in such areas as goal setting, self-actualization, and assertiveness; practice of organizational theories and management; evaluating the needs of local community; and support the connection among local government agencies.

Title: LEAD SKLS DEV

Type of Credit: ELEC

Prerequisite: APPROACH LEADER

Pathway: Student Government

Course Description: The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes. The content should include, but not be limited to, the following: study in self-understanding; development in such areas as goal setting, self-actualization, and assertiveness; and the study of organizational theories and management.

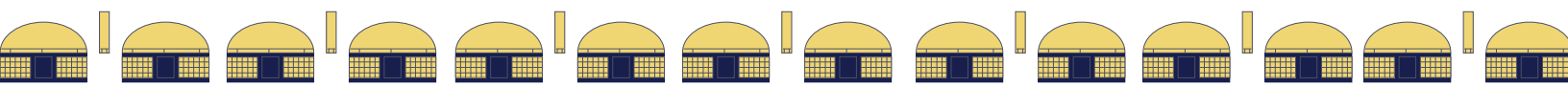
Title: LEAD TECNQS HON

Type of Credit: ELEC

Prerequisite: LEAD SKLS DEV

Pathway: Student Government

Course Description: This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, data collection for project needs, evaluation of community organizations, purpose of local government, and the role of leadership in a democratic society. The content should include, but not be limited to, the following: development in areas such as self-esteem, goal setting, and character building; and enhanced leadership skills and the ability to function in both a group setting and the community.



# Leadership Education Student Government

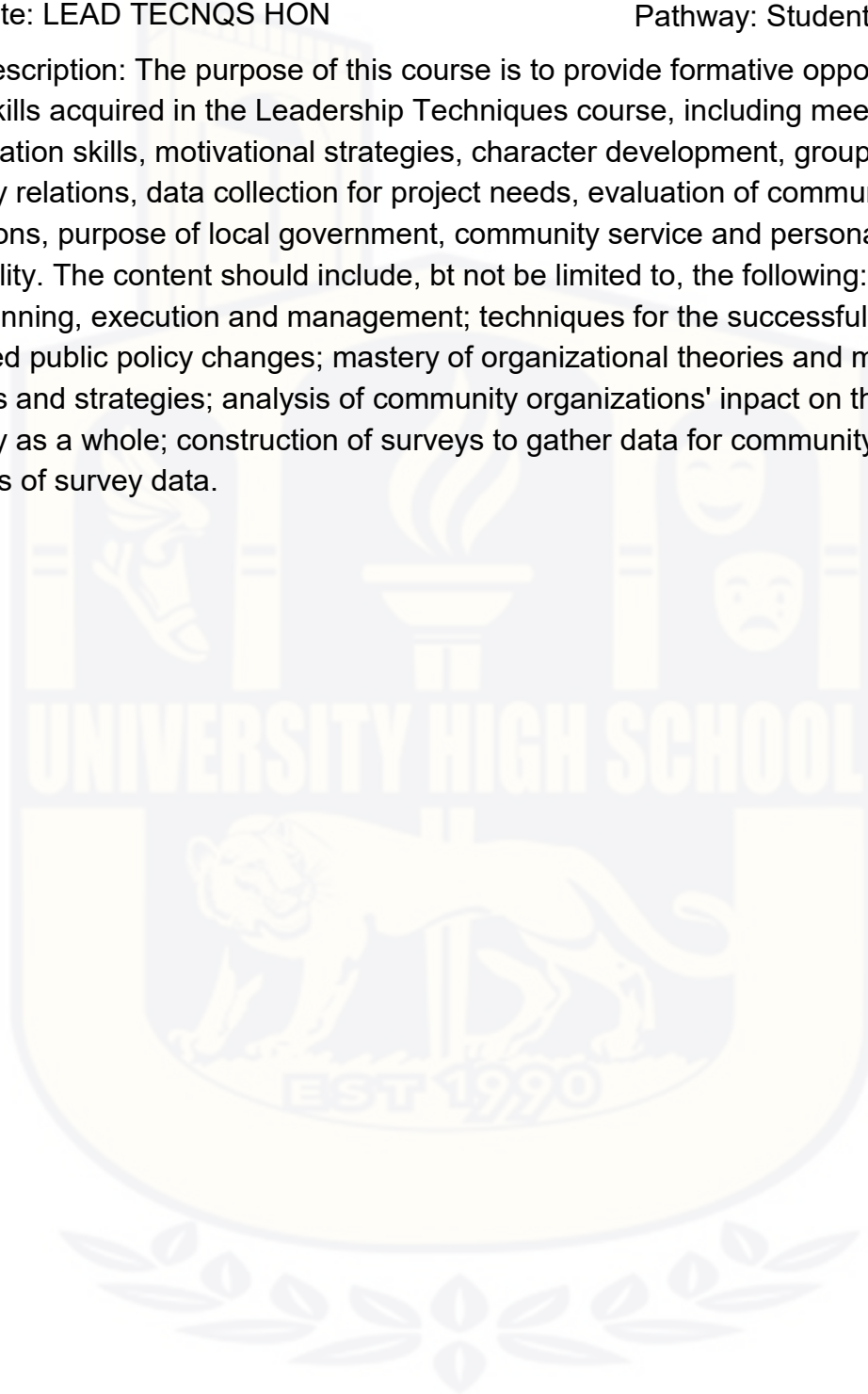
Title: LEADER STRATS HON

Type of Credit: ELEC

Prerequisite: LEAD TECNQS HON

Pathway: Student Government

Course Description: The purpose of this course is to provide formative opportunities to build on skills acquired in the Leadership Techniques course, including meetings skills, communication skills, motivational strategies, character development, group dynamics, community relations, data collection for project needs, evaluation of community organizations, purpose of local government, community service and personal and civic responsibility. The content should include, but not be limited to, the following: effective project planning, execution and management; techniques for the successful advocacy of proposed public policy changes; mastery of organizational theories and management techniques and strategies; analysis of community organizations' impact on the community as a whole; construction of surveys to gather data for community needs; and an analysis of survey data.







# Leadership Education MC-JROTC

Title: MC LEAD ED 1

Type of Credit: ELEC

Prerequisite: None

Pathway: Leadership Education

Course Description: The purpose of this course is to enable students to develop a broad range of basic skills and knowledge, with opportunities for total development in leadership. This course further enables students to develop positive attitudes, good citizenship, and patriotism through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (JROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.

Title: MC LEAD ED 2

Type of Credit: ELEC

Prerequisite: MC LEAD ED 1

Pathway: Leadership Education

Course Description: The purpose of this course is to enable students to develop a broad range of intermediate level skills and knowledge, with opportunities for total development in leadership. This course enables students to develop positive attitudes, good citizenship, and patriotism through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (JROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.

Title: MC LEAD ED 3

Type of Credit: ELEC

Prerequisite: MC LEAD ED 2

Pathway: Leadership Education

Course Description: The purpose of this course is to enable students to develop a broad range of advanced skills and knowledge, with opportunities for total development in leadership. This course further enables students to develop good citizenship, self-discipline, and respect for constituted authority through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (JROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.

Title: MC LEAD ED 4

Type of Credit: ELEC

Prerequisite: MC LEAD ED 3

Pathway: Leadership Education

Course Description: The purpose of this course is to enable students to develop a broad range of advanced skills and knowledge, with opportunities for total development in leadership. This course enables students to develop good citizenship, self-discipline, and respect for constituted authority through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (JROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.



# Physical Education & Athletic Training

Title: H.O.P.E.

Type of Credit: PE

Prerequisite: None

Pathway: N/A

Course Description: The purpose of this course is to develop and enhance healthy behaviors that 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. In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to: mental/social health; physical activity; components of physical fitness; nutrition and wellness planning; diseases and disorders; health advocacy; first aid/CPR; alcohol, tobacco, and drug prevention; human sexuality including abstinence and HIV; and internet safety.

Title: WEIGHT TRAIN 1

Type of Credit: ELEC

Prerequisite: Hope

Pathway: N/A

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

Title: WEIGHT TRAIN 2 & 3

Type of Credit: ELEC

Prerequisite: WEIGHT TRAIN 1

Pathway: N/A

Course Description: Apply the principles of training and conditioning to accommodate individual needs and strengths. Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

Title: POWER WEIGHT TR

Type of Credit: ELEC

Prerequisite: WEIGHT TRAIN 3

Pathway: N/A

Course Description: Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. Apply the principles of training and conditioning to accommodate individual needs and strengths. Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.



# Physical Education & Athletic Training

Title: INDIV/DUAL SPRT 1 & 2

Type of Credit: ELEC

Pathway: N/A

Prerequisite: Hope

Course Description: The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of individual sports concepts such as offensive and defensive strategies and tactics. The integration of fitness concepts throughout the content is critical to the success of this course.

Title: BASKETBALL 1 & 2

Type of Credit: ELEC

Pathway: N/A

Prerequisite: Hope

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

Title: TEAM SPRTS 1 & 2

Type of Credit: ELEC

Pathway: N/A

Prerequisite: Hope

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

Title: AEROBICS 1&2

Type of Credit: ELEC

Pathway: N/A

Prerequisite: Hope

Course Description: The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, exercise will focus on cardiovascular fitness, muscular strength and endurance, flexibility, balance, body alignment, relaxation techniques, and agility.



# Physical Education & Athletic Training

Title: FIRST AID & ATHLETIC TRAINING (Athletic Training I)

Type of Credit: ELEC

Prerequisite: None

Pathway: Athletic Training

Course Description: This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention. The content should include, but is not limited to, the following: injury prevention and safety, environmental health, community health and consumer safety. Class includes a lab that is required to attend 3 times per semester. Students will serve as Student Aides for all fall and winter sport teams. Students will be required to purchase a uniform shirt.

Title: CARE & PREVENTION OF ATHLETIC INJURIES (Athletic Training II) Type of Credit: ELEC

Prerequisite: First Aid and Safety Class

Pathway: Athletic Training

Course Description: The study of sport-related injuries and how to prevent, recognize and treat each injury type. Human anatomy, concussions, proper stretching/exercise techniques, sport nutrition, muscle and bone anatomy, athletic taping and bracing techniques. Class includes a lab that requires students to attend 3 times per semester. Students will serve as Student Aides for all the winter and spring semesters. Students will be required to purchase uniform game shirts and The Coloring Book of Anatomy.

Title: Health Explorations Honors (Athletic Training III)

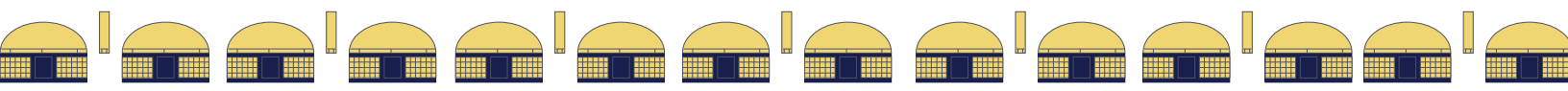
Type of Credit: ELEC

Prerequisite: AT1, AT2 & Athletic Training Application

Pathway: Athletic Training

Course Description: The purpose of this course is for students to apply health-related research practices. Experiences include discourses in major health problems in society, modern health practices, current scientific findings related to human diseases and disorders, collection, analysis and evaluation of health information, health advocacy trends, and health career investigation. The content should include family life, community and consumer health, prevention and control of disease, as well as personal health. Students will serve as Student Athletic Training Aides and attend the majority of Home games for the Fall semester.





# Language Arts Electives

Title: JOURNALISM 1  
Prerequisite: None

Type of Credit: PA  
Pathway: Newspaper/Yearbook

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

Title: YEARBOOK  
Prerequisite: Journalism 1

Type of Credit: CTE  
Pathway: Newspaper/Yearbook

Course Description: The purpose of this course is to perform advanced skills in the production of journalism across print, multimedia, web, and to create the yearbook and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

Title: NEWSPAPER  
Prerequisite: Journalism 1

Type of Credit: CTE  
Pathway: Newspaper/Yearbook

Course Description: The purpose of this course is to enable students to perform advanced work in the production of journalism across print, multimedia, web, to create and manage the TORCH newspaper. School and professional publication efforts are expected.

Title: DEBATE 1  
Prerequisite: None

Type of Credit: PF  
Pathway: Newspaper/Yearbook

Course Description: The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies for public debate in a variety of given settings.

Title: DEBATE 2  
Prerequisite: DEBATE 1

Type of Credit: PF  
Pathway: Newspaper/Yearbook

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



# English

Title: ENG 1

Type of Credit: EN

Pre-Requisite: None

Pathway: N/A

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

Title: ENG HON 1

Type of Credit: EN

Pre-Requisite: Level 3+ FAST

Pathway: N/A

Course Description: The purpose of this course is to provide grade 9 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning.

Title: FL PRE-IB ENG 1

Type of Credit: EN

Pre-Requisite: IB Program

Pathway: International Baccalaureate

Course Description: The purpose of the Pre-IB English is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.



# English

Title: ENG 2

Type of Credit: EN

Pre-Requisite: ENG 1

Pathway: N/A

Course Description: The purpose of this course is to provide English 2 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Title: ENG HON 2

Type of Credit: EN

Pre-Requisite: ENG HON 1 & Level 3+ FAST

Pathway: N/A

Course Description: The purpose of this course is to provide grade 10 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning.

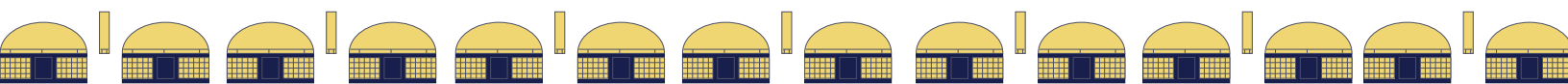
Title: FL PRE-IB ENG 2

Type of Credit: EN

Pre-Requisite: FL PRE-IB ENG 1

Pathway: International Baccalaureate

Course Description: The purpose of the Pre-IB English is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.



# English

Title: ENG 3

Type of Credit: EN

Pre-Requisite: ENG 2

Pathway: N/A

Course Description: The purpose of this course is to provide English 3 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Title: ENG HON 3

Type of Credit: EN

Pre-Requisite: ENG HON 2 & Level 3+

Pathway: N/A

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

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning.

Title: ENG 4

Type of Credit: EN

Pre-Requisite: ENG 3

Pathway: N/A

Course Description: The purpose of this course is to provide English 4 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Title: ENG HON 4

Type of Credit: EN

Pre-Requisite: ENG HON 3 & ELA Test Earned

Pathway: N/A

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

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning.





# English

Title: AP ENG COMPO

Type of Credit: EN

Pre-Requisite: ENG HON 2 & Level 3+

Pathway: AP Capstone Course

Course Description: Learn about the elements of argument and composition as you develop your critical-reading and writing skills. You'll read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade your reader of something. Skills you'll learn: reading closely, analyzing, and interpreting a piece of writing, evaluating a source of information, gathering and consolidating information from different sources, writing an evidence-based argument, as well as drafting and revising a piece of writing.

Title: AP ENG LIT COMP

Type of Credit: EN

Pre-Requisite: AP ENG COMPO

Pathway: AP Capstone Course

Course Description: Learn how to understand and evaluate works of fiction, poetry, and drama from various periods and cultures. You'll read literary works and write essays to explain and support your analysis of them. Skills you'll learn: read a text closely and draw conclusions from details, identify the techniques used by an author and their effects, develop an interpretation of a text, as well as present your interpretation and make an argument for it in writing.

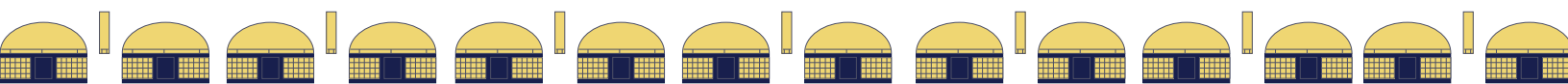
Title: IB ENGLISH LIT HL

Type of Credit: EN

Pre-Requisite: FL PRE-IB ENG 2

Pathway: International Baccalaureate

Course Description: Language A: literature is a two year course through which students explore the various manifestations of literature as a particularly powerful mode of writing across cultures and throughout history. The course aims at developing an understanding of factors that contribute to the production and reception of literature—the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts



# English

Title: INTENS READ 1

Type of Credit: ELEC

Course Description: This course is designed for 9th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Title: INTENS READ 2

Type of Credit: ELEC

Course Description: This course is designed for 10th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Title: INTENS READ 3

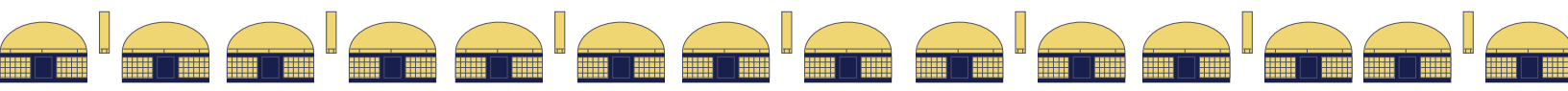
Type of Credit: ELEC

Course Description: This course is designed for 11th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Title: INTENS READ 4

Type of Credit: ELEC

Course Description: This course is designed for 12th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.



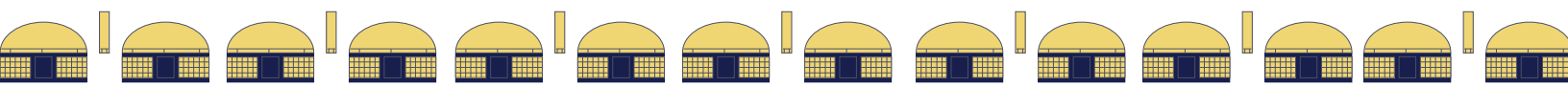
# English

Title: ENGLISH LANG DE

Type of Credit: ELEC

Course Description: The purpose of this course is to enable high school students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading and writing skills so that students are able to successfully comprehend high school grade-level text independently, as well as communicate for social and instructional purposes within the school setting. Instruction will emphasize reading comprehension, writing fluency, and academic vocabulary through various levels of complexity. Texts used for instruction focus on a wide range of topics in Language Arts, Mathematics, Science, Social Studies and academic language in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities, as well as cite evidence when answering text-dependent questions orally and in writing. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text.





# Mathematics

Title: ALG 1A

Type of Credit: MA

Pre-Requisite: Level 1 Math

Pathway: N/A

Course Description: In Algebra 1-A, instructional time will emphasize four areas: (1) extending understanding of functions to linear functions and using them to model and analyze real-world relationships; (2) solving linear equations and inequalities in one variable and systems of linear equations and inequalities in two variables; (3) building linear functions, identifying their key features and representing them in various ways and (4) representing and interpreting categorical and numerical data with one and two variables.

Title: ALG 1

Type of Credit: ALG

Pre-Requisite: Level 2 Math

Pathway: N/A

Course Description: 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. Algebra 1 students become fluent in solving characteristic problems involving the analytic geometry of lines, such as writing down the equation of a line given a point and a slope. Such fluency can support them in solving less routine mathematical problems involving linearity, as well as in modeling linear phenomena (including modeling using systems of linear inequalities in two variables).

Title: ALG 1 HON

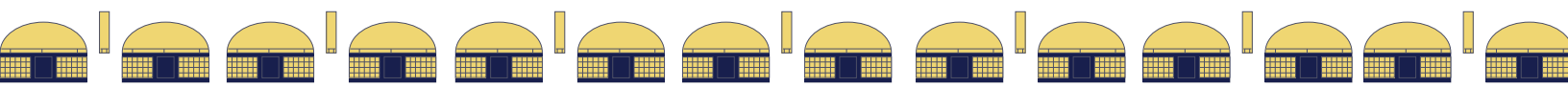
Type of Credit: ALG

Pre-Requisite: Level 3 + Math

Pathway: N/A

Course Description: 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. Algebra 1 students become fluent in solving characteristic problems involving the analytic geometry of lines, such as writing down the equation of a line given a point and a slope. Such fluency can support them in solving less routine mathematical problems involving linearity, as well as in modeling linear phenomena (including modeling using systems of linear inequalities in two variables). Advanced courses require a greater demand on students through increased academic rigor.





# Mathematics

Title: GEO

Type of Credit: GEO

Pre-Requisite: ALG 1

Pathway: N/A

Course Description: The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards.

Title: GEO HON

Type of Credit: GEO

Pre-Requisite: ALG 1 Honors/Level 2 ALG 1 EOC

Pathway: N/A

Course Description: The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning.

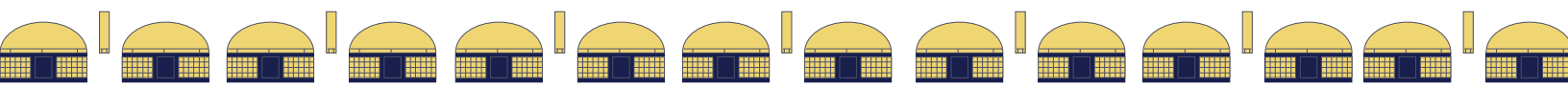
Title: ALG 2

Type of Credit: MA

Pre-Requisite: GEO

Pathway: N/A

Course Description: 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.



# Mathematics

Title: ALG 2 HON

Type of Credit: MA

Pre-Requisite: GEO Honors/Level 3 Geo EOC

Pathway: N/A

Course Description: 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. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning.

Title: Math for College Alegbra

Type of Credit: MA

Pre-Requisite: Alg 2

Pathway: N/A

Course Description: In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

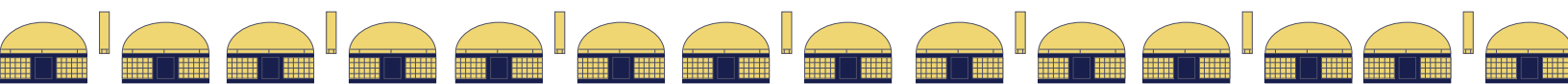
Title: Math for College Stats

Type of Credit: MA

Pre-Requisite: Alg 2

Pathway: N/A

Course Description: In Mathematics for College Statistics, instructional time will emphasize four areas: (1) analyzing and applying linear and exponential functions within the context of statistics; (2) extending understanding of probability using data and various representations, including two-way tables and Venn Diagrams; (3) representing and interpreting univariate and bivariate categorical and numerical data and (4) determining the appropriateness of different types of statistical studies.



# Mathematics

Title: Math for Data & Fin Lit

Type of Credit: MA

Pre-Requisite: Alg 2

Pathway: N/A

Course Description: In Mathematics for Data and Financial Literacy Honors, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

Title: PRE-CALCULUS HO

Type of Credit: MA

Pre-Requisite: Alg 2 Honors

Pathway: N/A

Course Description: As a mathematical analyst, you will investigate how advanced math concepts can solve problems encountered in operating national parks. This course includes analytical geometry and trigonometry

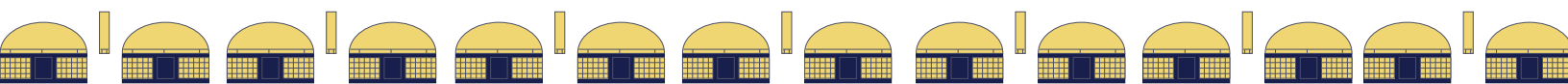
Title: AP PRE-CALCULUS

Type of Credit: MA

Pre-Requisite: Alg 2 Honors

Pathway: AP Capstone Course

Course Description: AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience and is not exclusively focused on preparation for future courses.



# Mathematics

Title: AP CALCULUS AB

Type of Credit: MA

Pre-Requisite: Pre-Calc Honors

Pathway: AP Capstone Course

Course Description: Explore the concepts, methods, and applications of differential and integral calculus. You'll work to understand the theoretical basis and solve problems by applying your knowledge and skills. Skills you'll learn: determining expressions and values using mathematical procedures and rules, connecting representations, justifying reasoning and solutions, using correct notation, language, and mathematical conventions to communicate results or solutions.

Title: AP CALCULUS BC

Type of Credit: MA

Pre-Requisite: AP CALCULUS AB

Pathway: AP Capstone Course

Course Description: Explore the concepts, methods, and applications of differential and integral calculus, including topics such as parametric, polar, and vector functions, and series. You'll perform experiments and investigations and solve problems by applying your knowledge and skills. Skills you'll learn: determining expressions and values using mathematical procedures and rules, connecting representations, justifying reasoning and solutions, using correct notation, language, and mathematical conventions to communicate results or solutions.

Title: AP STAT

Type of Credit: MA

Pre-Requisite: Pre-Calc Honors  
Capstone Course

Pathway: AP

Course Description: Learn about the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. You'll explore statistics through discussion and activities, and you'll design surveys and experiments. Skills you'll learn: selecting methods for collecting or analyzing data, describing patterns, trends, associations, and relationships in data, using probability and simulation to describe probability distributions and define uncertainty in statistical inference, as well as using statistical reasoning to draw appropriate conclusions and justify claims.





# Sciences

Title: BIO 1

Type of Credit: BIO

Pre-Requisite: Evn Sci/Physical Sci/Earth Space Sci

Pathway: N/A

Course Description: 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.

Title: BIO 1 HON

Type of Credit: BIO

Pre-Requisite: Evn Sci/Physical Sci/Earth Space Sci & Level 3+

Pathway: N/A

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

Title: FL PRE-IB BIO 1

Type of Credit: BIO

Pre-Requisite: IB Program

Pathway: International Baccalaureate

Course Description: This course introduces students to the field of Biology. Topics covered include Cells, The chemistry of life, Genetics, Ecology and evolution, Human health and physiology

Title: ANAT PHYSIO HON

Type of Credit: EQ

Pre-Requisite: Biology

Pathway: N/A

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

Title: AP BIO

Type of Credit: BIO

Pre-Requisite: Biology

Pathway: AP Capstone Course

Course Description: Study the core scientific principles, theories, and processes that govern living organisms and biological systems. You'll do hands-on laboratory work to investigate natural phenomena. Skills you'll learn: designing experiments and procedures to test a prediction or theory, collecting and analyzing data, interpreting data to draw conclusions, as well as developing and supporting a scientific claim with evidence.



# Sciences

Title: IB BIOLOGY SL

Type of Credit: EQ

Pre-Requisite: FL PRE-IB BIO 1 & FL PRE-IB CHEM

Pathway: International Baccalaureate

Course Description: By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. At both the Standard Level and Higher Level students study six core topics: cell biology, molecular biology, genetics, ecology, evolution and biodiversity, as well as human physiology. At the Higher Level students study an additional five topics: nuclear acids, metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution, as well as animal physiology.

Title: IB BIOLOGY HL

Type of Credit: EQ

Pre-Requisite: FL PRE-IB BIO 1 & FL PRE-IB CHEM

Pathway: International Baccalaureate

Course Description: By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. At both the Standard Level and Higher Level students study six core topics: cell biology, molecular biology, genetics, ecology, evolution and biodiversity, as well as human physiology. At the Higher Level students study an additional five topics: nuclear acids, metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution, as well as animal physiology.

Title: ENV SCI HON

Type of Credit: EQ

Pre-Requisite: None

Pathway: N/A

Course Description: This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.



# Sciences

Title: AP ENV SCI

Type of Credit: EQ

Pre-Requisite: Biology

Pathway: AP

Capstone Course

Course Description: Explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. You'll take part in laboratory investigations and field work. Skills you'll learn: explaining environmental concepts and processes, analyzing data, visual representations, and writings. applying quantitative methods in solving problems, proposing a solution for an environmental problem and supporting your idea with evidence, as well as analyzing a research study to identify a hypothesis.

Note: Save your lab notebooks and reports; colleges may ask to see them before granting you credit.

Title: MARINE SCI 1 HO

Type of Credit: EQ

Pre-Requisite: Biology

Pathway: N/A

Course Description: 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.

Title: CHEM 1

Type of Credit: EQ

Pre-Requisite: Biology

Pathway: N/A

Course Description: 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.

Title: CHEM 1 HON

Type of Credit: EQ

Pre-Requisite: Biology

Pathway: N/A

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

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.



# Sciences

Title: FL PRE-IB CHEM

Type of Credit: EQ

Pre-Requisite: FL PRE-IB BIO 1

Pathway: International

Baccalaureate

Course Description: This course introduces students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Topics covered include: Atomic theory, Bonding, Acids & Bases, Organic Chemistry and Stoichiometry.

Title: AP CHEM

Type of Credit: EQ

Pre-Requisite: Chemistry

Pathway: AP Capstone Course

Course Description: Learn about the fundamental concepts of chemistry including structure and states of matter, intermolecular forces, and reactions. You'll do hands-on lab investigations and use chemical calculations to solve problems. Skills you'll learn: designing experiments and procedures to test a prediction or theory, creating graphs, diagrams, and models that represent chemical phenomena, explaining how the microscopic structure of a substance determines its chemical properties, balancing a chemical equation, as well as making a scientific claim and supporting it with evidence. Note: Save your lab notebooks and reports; colleges may ask to see them before granting you credit.

Title: IB CHEMISTRY 2

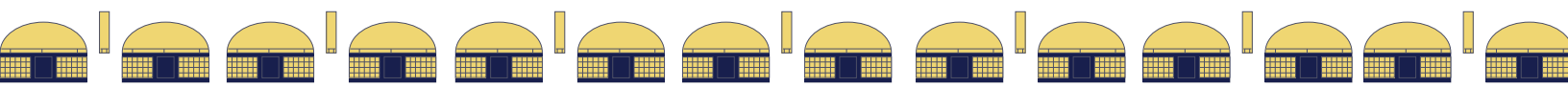
Type of Credit: EQ

Pre-Requisite: FL PRE-IB CHEM

Pathway: International Baccalaureate

Course Description: Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.





# Social Studies

Title: WORLD HIST

Type of Credit: WH

Pre-Requisite: None

Pathway: N/A

Course Description: The grade 10 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

Title: WORLD HIST HON

Type of Credit: WH

Pre-Requisite: None

Pathway: N/A

Course Description: The grade 10 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations. Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task.

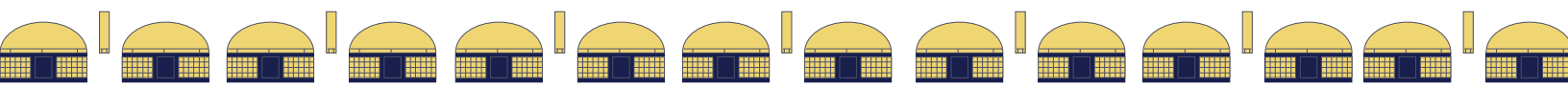
Title: AP WORLD HIST:M

Type of Credit: WH

Pre-Requisite: None

Pathway: AP Capstone Course

Course Description: Study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Skills you'll learn: evaluating primary and secondary sources, analyzing the claims, evidence, and reasoning you find in sources, putting historical developments in context and making connections between them, as well as coming up with a claim or thesis and explaining and supporting it in writing.



# Social Studies

Title: US HIST

Type of Credit: AH

Pre-Requisite: None

Pathway: N/A

Course Description: The grade 11 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

Title: US HIST HON

Type of Credit: AH

Pre-Requisite: None

Pathway: N/A

Course Description: The grade 11 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task.

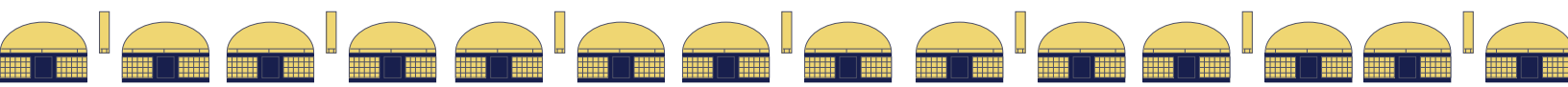
Title: AP U.S. HIST

Type of Credit: AH

Pre-Requisite: None

Pathway: AP Capstone Course

Course Description: Study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Skills you'll learn: evaluating primary and secondary sources, analyzing the claims, evidence, and reasoning you find in sources, putting historical developments in context and making connections between these, as well as coming up with a claim or thesis and explaining and supporting it in writing.



# Social Studies

Title: IB HISTORY HL

Type of Credit: AH

Pre-Requisite: IB Program

Pathway: International Baccalaureate

Course Description: History of the Americas is a course that promotes the acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures; Encourages an appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations; Develops in students an international awareness and understanding by promoting the achievement of, empathy with, and understanding of people living in diverse places and at different times; Promotes a better understanding of the present through an understanding of the past; an appreciation of the historical dimension of the human condition; Develops in students an ability to use and communicate historical knowledge and understanding; and a lasting interest in history

Title: ECON FIN LIT

Type of Credit: EC

Pre-Requisite: None

Pathway: N/A

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

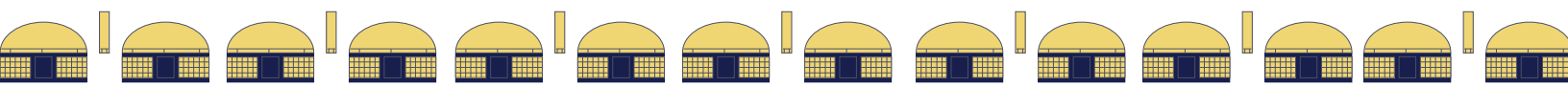
Title: ECON FIN LIT HON

Type of Credit: EC

Pre-Requisite: None

Pathway: N/A

Course Description: The grade 12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task.



# Social Studies

Title: AP MACROECON

Type of Credit: EC

Pre-Requisite: None

Pathway: AP Capstone Course

Course Description: Explore the principles of economics that apply to an economic system as a whole. You'll use graphs, charts, and data to analyze, describe, and explain economic concepts. Skills you'll learn: define economic principles and models, explain given economic outcomes, determine outcomes of specific economic situations, as well as model economic situations using graphs or visual representations.

Title: US GOVT

Type of Credit: AG

Pre-Requisite: None

Pathway: N/A

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

Title: US GOVT HON

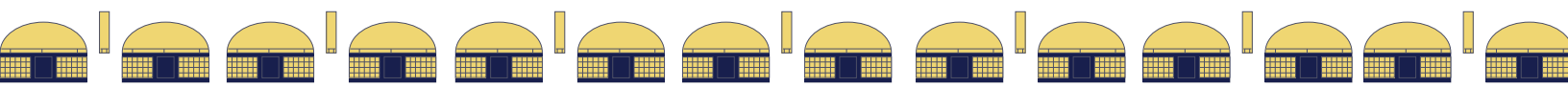
Type of Credit: AG

Pre-Requisite: None

Pathway: N/A

Course Description: The grade 12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process. Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.





# Social Studies

Title: AP US GOVT/POL

Type of Credit: AG

Pre-Requisite: None

Pathway: AP Capstone Course

Course Description: Study the key concepts and institutions of the political system and culture of the United States. You'll read, analyze, and discuss the U.S. Constitution and other documents as well as complete a research or applied civics project. Skills you'll learn: connecting political concepts to real-life situations, explaining the impact and implications of certain U.S. Supreme Court decisions, analyzing data to find patterns and trends and draw conclusions, reading and analyzing text and visual sources, as well as developing a claim or thesis and supporting it in an essay.

Title: PSYCH 1/2

Type of Credit: ELEC

Pre-Requisite: None

Pathway: N/A

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

Title: AP PSYCH

Type of Credit: ELEC

Pre-Requisite: None

Pathway: AP Capstone Course

Course Description: Explore the ideas, theories, and methods of the scientific study of behavior and mental processes. You'll examine the concepts of psychology through reading and discussion and you'll analyze data from psychological research studies. Skills you'll learn: connecting psychological concepts and theories to real-life scenarios, understanding and interpreting data, as well as analyzing research studies in psychology.

Title: IB PSYCHOLOGY SL

Type of Credit: ELEC

Pre-Requisite:

Pathway: International Baccalaureate

Course Description: This one-year course will examine the core psychological perspectives: biological, cognitive, and sociocultural perspectives. We will then conclude the course with an in-depth study of abnormal psychology. Students will need to complete an internal assessment (experimental study) for this class.

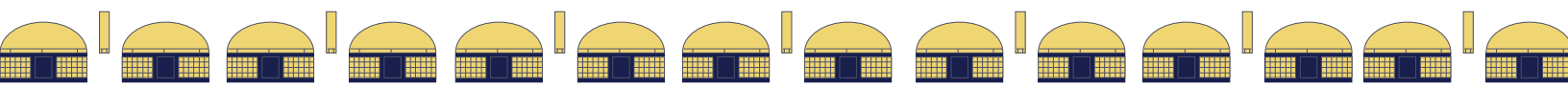
Title: IB PSYCHOLOGY HL

Type of Credit: ELEC

Pre-Requisite:

Pathway: International Baccalaureate

Course Description: Psychology is the study of human behavior. This course will give an overview of the modern psychological perspectives. We will then have an in-depth examination of the biological, cognitive, and socio-cultural perspectives. (Students taking this course should continue with IB Psychology III the following year.)



# Social Studies

Title: AP HUMAN GEOG

Type of Credit: ELEC

Pre-Requisite: None

Pathway: AP Capstone Course

Course Description: Explore how humans have understood, used, and changed the surface of Earth. You'll use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use. Skills you'll learn: connecting geographic concepts and processes to real-life scenarios, understanding information shown in maps, tables, charts, graphs, infographics, images, and landscapes, seeing patterns and trends in data and in visual sources such as maps and drawing conclusions from them, as well as understanding spatial relationships using geographic scales.

